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ABSTRACT

Six papers on the current and future state of inservice teacher education are presented in this monograph. In the first paper, a futuristic approach to what will comprise an educated person in the years to come envisions holistic education with an emphasis upon service to humankind and realization of world peace. An examination of the fundamental needs of teachers in the second paper indicates that teachers need inservice programs that will provide an awakening interest in learning for its own sake, and encouragement for individual creativity. The third paper points out that the quality of the learning climate stems basically from the teacher's educational values. The fourth and fifth papers provide thoughts on positive images for schools of education. The final paper offers considerations on the continuous learning aspect of inservice education and the importance of federal committment to staff development. (JD)

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Providing Leadership for Staff Development and Inservice Education

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National Council of States on Inservice Education

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FOREWORD

One of the most unrelenting professional responsibilities we face today is that of providing effective staff development programs.

All too frequently we think of staff development being needed by teachers only. On the contrary if we are seriously interested in improving the ***quality of education,*** staff development opportunities must be provided for school administrators, university professors, professional organization leadership personnel, and state department personnel, as well.

This volume reflects the substance of the Fourth Annual National Workshop sponsored by the National Council of States on Inservice Education, which was held in Hollywood, Florida in November 1979. It presents the key thoughts and ideas of all of the major speakers; it summarizes the ideas and the experiences of the authors of all of the papers received; and it describes and/or provides insights into staff development programs from across the country that are either in the developmental or operational stage.

Of particular note are the matrices following Chapter 7, which categorize the programs and activities reported in the Workshop papers. If one wishes to obtain further information about any of these programs, Appendix B lists the names and addresses of the contributors.

This monograph is primarily directed to those who have responsibility for designing and implementing staff development programs. It is presented with the hope that it will provide a repertoire of ideas, models, and procedures that will be helpful in designing and delivering professional growth experiences for educational personnel.

We are especially indebted to ***Roy Edelfelt*** and ***Margo Johnson*** who gave generously of their time and talent to edit, revise, and organize the papers into the monograph of quality that you see here. We are also indebted to Ted Andrews for his ever ready insights and reviews, to Margaret Hrynda, Laura Westcott, and Barbara Byrne for their patience and skill in preparing the manuscripts, and to Neal Appleby for attending to the multitude of administrative details.

Finally we are indebted to those who so generously shared their papers and their ideas that have made this publication possible. Thank you, one and all.

I enthusiastically recommend it for your reading and for your use.

James F. Collins, Director
National Council of States
on Inservice Education
Syracuse University

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Images of the Future and Their Implications for Education and Staff Development

Robert Bundy

I want to share several personal notes. First, I am 47 years old, I have been involved in four careers, and I still do not know what I want to be when I grow up. I would like to get to be about 105 and still be able to say, What do I want to do with my life? What have my 105 years been a prologue to?

Second, for the past 15 years or so, in the business world and most recently in education, I have most often been labeled a futurist, a planner, a forecaster, or something like that. Yet as I grow older, it becomes clear to me that I really am a poet. Not, in the literal sense, someone who writes poetry, but someone who is interested in the poetry of life. As a poet I walk down the cracks of our civilization and I take oblique looks at human affairs and I tell people what I see. If people are interested and moved, fine. If they do not want to listen, fine too. That does not mean I do not care about what I do, because I do care, very deeply. But truth has many faces and we learn best by sharing with one another rather than coercing one another.

Third, as I walk down the cracks of our civilization, the question that is always within my consciousness, either at the center or at the edge, is this: What will it mean to be an educated person in tomorrow's world? In a world of very turbulent change in which many of our older notions of literacy are rapidly losing their force, what will people need to know and be able to do in order to live constructive, responsible, caring lives as we approach and enter the twenty-first century? When I say "educated person," I do not have in mind someone who has completed a certain number of years of schooling or a certain number of courses. I mean a certain quality of being, a development of the inner landscape of feelings and awarenesses that make up one's character—all of the ways in which we ask questions, the sensitivities that we have, the habits of thinking that are deeply and permanently a part of us, the ingrained and instinctive ways that we act and react and give meaning to life's changing situations. When I say that many of our older notions of literacy are rapidly losing their force, I am suggesting that tomorrow's educated person may be very different in certain fundamental ways from the kind of person that makes sense in an industrially oriented society.

If that is true, the implications for professional development are truly profound, for those who teach others how to cope and survive in the world that is emerging are themselves going to have to be deeply versed in the new literacy. I am not talking

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Robert Bundy is a free-lance educational consultant specializing in long-range planning.

about accumulation of a few new facts or some new pieces of knowledge. I am not talking about the addition of a few new cognitive skills or some superficial attitudinal changes. I am referring to some basic alterations in the sensitivities, the perceptions, the awarenesses, the feelings—indeed, the very world views and consciousness—of those who will administer to and teach others during the coming decades. Can you think of any more critical challenge confronting professional development?

My comments, then, focus on the larger meaning of education for our times and the great global changes that now seem to be engulfing the human family. I do not directly address such matters as the content, the management, the design, the funding, or the evaluation of inservice programs. Nevertheless, my comments are intimately connected to and have immediate implications for each of those matters. I ask you to make the translation into your own idiom and your own professional setting because if I spend too much time with the translations, I will not be able to do what I think I do best, which is to bring you the poet's view, a view that we need very desperately today.

Over the years I have seen two very significant changes in inservice education. First, there has been a remarkable increase in the quality of inservice programs, and on the whole they are much more seriously accepted today than they were even a decade ago.

I have seen a deep hunger grow within teachers and administrators, a hunger that is not satisfied even as the quality of inservice programs improves.

Second, I have seen a deep hunger grow within teachers and administrators, a hunger that is not satisfied even as the quality of inservice programs improves. This hunger is a yearning to see the underlying order behind the chaotic social changes that we are undergoing, behind the unprecedented value dilemmas that we are facing at every turn, behind the confusion and the lack of confidence that we are experiencing in education. It is to this hunger that I address my comments. I try to examine the issue of tomorrow's literacy with the help of a poet's lens and cast a little light on what inservice education will have to come to grips with during the coming decades if we want to survive and move toward peace on our little spaceship Earth. I do not promise you new insights about tomorrow's educated person and the role of inservice education in creating that person. In addition, you may or may not like what I have to say. That does not concern me very much because as a poet I can only tell you what i see. If I have any expectation, it is that by pushing against my ideas a little you may be able to ask a few new questions about education and professional development for the eighties and the nineties.

How do we go about examining tomorrow's literacy? One approach that is used very widely is to identify important trends and logically deduce what people will have to know to be able to cope with those trends. For example, if we assume there is going to be more information in the future, then we will logically conclude that people are going to have to be very skillful at information handling. If we assume that the tempo of life is likely to increase, we will probably conclude that people are going to have to learn to be very adaptable to change. Surely such conjectures are of value, and that approach to thinking about the future has much to offer. Yet I urge you to be very cautious about it because trends are only symptoms, only shadows or reflections of far deeper cultural currents that are racing through our historic period with great power. If we focus only on the shadows, only on the reflections, we will miss the real drama, the real action that is taking place.

The great transition that is happening to us now is nothing less than a transformation of our very images of the future.

I believe that the great transition that is happening to us now is nothing less than a transformation of our very images of the future. By images of the future I mean those clear, crystallized, and focused expectations of what is to come in tomorrow's world. Every culture must have an image of the future. It may be positive or it may be negative. If it is positive, it always speaks about a better world in the coming time, whether that world is a heavenly kingdom or the good life here on earth or some blend of the two. Fred Pollock, the Dutch sociologist, is quite correct when he argues that the history of a culture is a history of its images of the future. Images of the future reveal the vitality of a culture. They prefigure where that culture is headed. Without a magnetic dream no culture can long survive. As old images become exhausted, new visions must be born or a culture will pass away into the graveyard of history.

That insight about images helps us understand better our own civilization. We seem to have exhausted the great images of the future that pulled us on in the past. Those images are not dead; they live on, they radiate their power, they draw believers to them. Yet none of them seem to have the power any more to energize the social imagination. Instead, with their residual power they tend to fight with one another, compete with one another, and discharge one another's energies. We lack comforting images of greatness and progress that speak to all of us. Small wonder that there is so much pessimism in our times. Small wonder that so many people feel adrift in time, adrift in a world that has become increasingly chaotic, nevertheless a world that is far more preferable than the frightening, the uncertain tomorrow. We are, in effect, caught in one of those very rare moments in history in which older visions no longer motivate us as they once did and new visions have not yet been born.

What does all that have to do with education and literacy? In every age and in every culture there is some commonly accepted idea of what it means to be literate. You understand that best when you go into a culture which you were not raised in and find that you are reading the cues in the environment inappropriately. When an event takes place and you laugh and then you turn around and you see that everyone else is sad, you know instinctively that you are not literate in that particular culture. Every culture has some commonly held beliefs about what a person must or should know to live in, function in, enhance, protect, and maintain it, whether it is a hunting and fishing society or a technological society. I cannot imagine any culture long surviving without such a commonly held notion of literacy.

Where do our beliefs about literacy come from? I suggest that they come from the images of the future that hold sway in the hearts and the minds of the people in a culture. In other words, from our images come our beliefs about literacy, our beliefs about appropriate behavior, which, if followed, will lead us to the destiny foretold by our images. And from our beliefs about literacy come the architecture and processes of formal schooling. So delicate and intimate are the connections that as older visions pass away, so too do traditional notions of what it means to be educated, and finally the structure of our very schools begins to change.

> ***Because we no longer have a dominant image of the future, we cannot agree as a nation on the kind of future which we ought to be working toward.***

If that is true, we have a very fascinating tool to examine what is happening in our times beneath the apparent chaos and confusion. For given the death of older visions, we no longer have a consensus on what it means to be a literate person. Without such a consensus the public is disillusioned about the condition and the goals of our schools. To say it succinctly, because we no longer have a dominant image of the future, we cannot agree as a nation on the kind of future which we ought to be working toward. Hence we cannot agree on the kind of education that will lead us forward. Thus the doubts, the anger, the confusion, the uncertainty that we see in education today.

Let me suggest a practical example of the foregoing ideas, a particular image of the future that has been very powerful in Western civilization for at least a century or two, an image that will reveal very clearly the intimate connections between images, literacy, and schools. This particular image is called by many names. I call it the superindustrial society. The superindustrial society speaks to us of a world of constant, never-ending growth in everything. Not only do our cars get bigger, but our institutions and our technologies get bigger, and they are accompanied by tremendous change. The superindustrial society is a world of centralization of power in huge institutions. Every time we identify an important social task, we give it to an institution, which in time becomes larger and larger and larger. And as Peter Drucker argues, we end up swimming in a society of organizations, and we turn to them for most of our options—recreation, entertainment, pleasure, jobs, mobility, health, transportation, and so on. In other words, heavy institutional dependence is a hallmark of the superindustrial society. As the institutions get larger and the technologies get more sophisticated, the world also becomes more complicated, so increasingly a smaller and smaller subset of experts and technicians makes the major decisions that affect the masses. The superindustrial society is a world of continuing mass consumption, material affluence. Theoretically we have done away with all the scourges of humanity—hunger, poverty, illiteracy. We are surrounded by high-energy technologies. Everything we do provides endless opportunities for diver-

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[2] The question was raised by Blatt in part of his conference presentation that is not included in this report. See Chapter 2 for Blatt's contribution.

sion, recreation, and so on. For the first time in human history more people live in dense, urban settings than in rural areas. Finally, to borrow a chapter from Alvin Toffler, the superindustrial society is a temporary society. When we are through with a Styrofoam cup, we throw it away. When we are through with a human relationship, we discard it because we are probably going to move in any event. In other words, there is much temporariness between people, places, and things.

The superindustrial society has been a very powerful image in Western civilization, yet I believe that it is clearly waning.

The superindustrial society has been a very powerful image in Western civilization, yet I believe that it is clearly waning. Deep cracks are appearing in it everywhere, and soon its strength and its vitality will begin to decline. There are at least four principal reasons for that imminent decline. First, we can no longer afford a superindustrial society. We have created the most expensive models of law, medicine, education, transportation, that the world has ever known. Those models are out of the question for the rest of humanity, and we ourselves cannot afford them much longer.

Second, much alienation is building up between people and their institutions. Our modern institutions said to us, in effect, Allow us to take over and centralize and bureaucratize those functions that you customarily do for one another, and we will provide you with increasing services at less and less cost. For the most part that has not happened. You and I pay more, always, and get less and less, and there is no sign that the pattern will change for the foreseeable future. We are also tired of people falling through the cracks of large institutions, of their being reduced to a number in a complex maze of rules and procedures. Even with the great affluence which we worked so hard for, many people, when asked how life is going, reply that they do not like their job and they do not feel personally fulfilled. So there is a crisis of belief in our superindustrial society.

The third reason for the inevitable decline of superindustrialism is its casualties. By casualties I mean the alcoholics, the dropouts, the drug abusers, the spouse beaters, the mentally ill, the crime victims, the chronically underemployed, the chronically unemployed, the people who are suffering from diseases caused by industrial pollution, the people who are enduring pain from the side effects of excessively drug-oriented medicine, and the people who cannot cope any longer with the stresses or the complexities of a superindustrial society. Each year a larger and larger share of our gross national product goes to care for these casualties. For a long time we did not want to see them, and then there was a short period during which we believed that they were good business because they provided work opportunities for social workers and rehabilitation workers. Now we are beginning to see the enormity of the casualties of our particular notion of progress.

Fourth, although we hid the fact from ourselves for a long time, we now know that the superindustrial way of life is in direct violation of at least the first and second laws of thermodynamics. Love Canal in western New York, the valley of the drums in

Kentucky, the dust bowls of the earth, the oil slicks over every major ocean and waterway, the sulfuric acid rains on our forest lands, the tarring over of our major wetlands, the number of nonbiodegradable products and carcinogenic substances, the list of endangered species—all bear grim witness to our wholesale lack of caring and our ignorance about other living things in our natural environment. Those attitudes cannot continue much longer. Nature is not a passive entity to be exploited at our will. There is no contest with nature, for nature always wins.

For these four reasons and others, I believe that the superindustrial society is a nonviable, self-destructive image of the future and that to continue it any longer will lead to social and political disarray and biospheric degradation on a global basis. The superindustrial society has been an interesting experiment, perhaps even a necessary experiment. It surely has had threads of altruism all through it. Yet one of the curious ironies of history is that our successes can in time become our failures. We have pursued the superindustrial image to where we now can see its shortcomings, its limits, its negative side effects. The death knell has been sounded for superindustrialism. We must find a different way into the future.

Meanwhile we are caught in a very difficult position. Many of our modern institutions, our technologies, our ways of doing things, our habits of thinking, have grown out of the image of superindustrialism. An entire system of schools has been largely shaped by the superindustrial society. But that image no longer motivates us as it once did. What are we to do as educators, those of us who care about helping prepare other people to survive in the future? How are we supposed to help them if we no longer have a magnetic dream that inspires us, if we no longer have an image of the future that defines the appropriate literacy for our times?

If we only knew what tomorrow's vision would be, the answer would be simple, for we would know the literacy appropriate to it. Yet history is very firm on this point. It says, You cannot know your visions in advance because they do not work that way. We do not rationally choose our visions. In some mysterious way they reach out and they possess us. We do not get up in the morning and say, "I'll have vision number four today; number three didn't work out too well for me yesterday."

A new vision is indeed now being born on our planet.

Yet even though we cannot see our visions in advance, we can see evidence that a new vision is being born. If we can sort through that evidence, perhaps we can catch a glimpse, albeit vague and uncertain, of tomorrow's literate person.

After much searching, my conclusion as a poet is that a new vision is indeed now being born on our planet. The evidence pointing toward it is very strong. Let me describe several global shifts—emerging realities—that unmistakably point toward it. I will pretend that these emerging realities are universally accepted and understood by all; yet I would argue that they have now gained such a momentum that they are beginning to exert some influence worldwide.

- Nationalism is slowly giving way to an awareness of one world, not necessarily a one-world government but an awareness of our interdependence at every level of existence, an awareness that the welfare of every part of the human family depends on the welfare of every other part. You can find places like Iran and Quebec where there is a strong surge of nationalism, but they may be just the little eddies and whirlpools that one finds in a river moving along its appointed course.

- We are moving away from an excessive notion of competition, from the law of the jungle, from the ethic of survival of the fittest, to an ethic of cooperation and working together. Initially the cooperation will not be altruistic for most people; rather, it will be the result of an understanding that even enemies have to work together if they are going to survive. As Buckminster Fuller would say, "We're either all going to be successful on this little planet, or none of us will be successful."
- We are moving away from a belief in the necessity of controlling everything about us, whether it be people or the natural environment, to a belief in sharing and being with; from decisions whose purposes were short-term profits to satisfy our immediate need or greed, to the notion of future responsibilities for yet unborn generations; from bigness in our factories and our institutions and our ways of doing things, to smallness, to the appropriate use of technologies to stay ecologically in balance and protect people from being engulfed by huge institutions; from fragmentation in our thinking and our living, to a sense of the wholeness of the universe and the flow from atom to galaxy; from physical to phenomena to psychic phenomena; from linear thinking to systems awareness, that is, an awareness of how every part of the world and everything in that world touches and depends on every other part.
- We are moving away from the materialism that has identified who we are and how valuable we are by the number of material possessions we have, to what I call evolving consciousness. Only three questions in life are of any value: Where did I come from? Why am I here? Where am I going? They can be reduced to one question: Who am I? One of the great changes occurring is that people are beginning to ask those questions anew and are being opened to the new answers that are coming. Only a very small set of caring, sensitive people has actually touched in to the new consciousness. A larger number, still small in absolute size, are aware of the new consciousness, and a much larger number are on the verge of becoming aware, though at the moment they only have an occasional glimpse, an occasional flash of insight.

We may be at one of those rare moments in history in which a major step forward in the evolution of human consciousness is possible.

All that is not to insist that some new golden age is about to come or that human nature is about to be cleansed of all its imperfections. Nor is the transition fixed by a cosmic timetable. Rather, the potential for such a transition is with us now, and for a while we will have the opportunity to actualize it. To be even more bold: We may be at one of those rare moments in history in which a major step forward in the evolution of human consciousness is possible.

If the transition to a new vision does actually occur in our times, the way will be treacherous, confusing, and painful, and we will be tested severely. Old, superindustrial habits will die hard. Many people, out of selfishness, ignorance, or just plain fear, will not tune in to the new energies and thus will impede the transition and slow

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down its realization. The years immediately in front of us are likely to be very difficult ones, with increasing inflation, unusual weather patterns, international competition, and basic uncertainty over the availability of human services. Yet they must be so, for no new age has ever been ushered in without getting locked in mortal combat with the old age.

Have you ever had one of those really bad colds that puts you in bed for several days? If you had to predict your future about two days into that cold, I am sure you would predict that you would be dead in about five days, yet you know you are probably not going to die and that the cold is serving a very important cleansing function in your body. You must become sicker to get better. That is what the transition is all about.

As we examine the emerging realities, what impressions do we begin to get about tomorrow's educated person—how that person will think and play and work and study, how that person will take his or her leisure? Let me suggest some ideas. They are not arranged in any special order, and I certainly do not intend to suggest any curriculum. They are merely areas of learning that are very consistent with the new image being born. They are also areas of learning that ought to be central to our educational efforts today, so as I share them with you, it may be helpful for you to think about them in terms of how we should be preparing the students in our schools as well as their teachers.

- No person should graduate from any formal educating system today without a complete and thorough knowledge of the low-energy technologies and their tools. I mean such devices as windmills, solar cells, solar ovens, wave pumps, methane generators, and composting toilets—tools than can be made relatively inexpensively and therefore can be made widely available, tools that are relatively safe and nonviolent to the environment, easy to share, easy to repair; tools that encourage decentralized and self-sufficient systems for producing food and energy. Use of such tools shortens the gap between producer and consumer and gets us off those very vulnerable high-energy loops which the superindustrial society has put us on. In certain instances the tools are older technologies that have been modernized, such certain instances the tools are older technologies that have been modernized, such as windmills and solar ovens; in other instances they are brand-new tools, like solar cells and wave pumps. The modernized old and the recently developed new in combination with minicomputers and other electronic circuits begin to make low-energy systems practical and feasible for our times. Of course, there will have to be compromises with the energy producers. For example, we will use our local utility as a backup system or for part of our energy, and we will learn to combine greenhouse production of vegetables with supermarket purchases of items that we cannot grow easily or in sufficient quantity at home. The important underlying principle, however, is always to use the tools that fit the task and are ecologically sound; that are thermodynamically efficient; that are simple, recyclable; that use local labor, local materials, local ingenuity; that maximize renewable resources and encourage personal control and autonomy. This is a very different attitude than that sponsored by the superindustrial society in which we have so often created centralized, capital-intensive, huge technologies, way out of proportion to the task to be done. There are many additional kinds of low-energy tools in other aspects of life. For example, I believe that tomorrow's literate person will have a complete working knowledge of such alternative healing therapies as acupuncture, sonopuncture, acupressure, magnetic healing, color therapy, homeopathy, herbalism, iridology, and foot reflexology that in many instances have been around for hundreds, even thousands of years, but about which we have been for the most part functionally illiterate because of the collusion between the major drug companies and the medical profession in our country.

- It will be very important to help people emphasize loyalties to one another, more than, not rather than, to large institutions. This means bringing back old-fashioned virtues such as faithfulness, integrity, keeping one's promises, and honesty. It means helping people understand that on the whole, people are happier when they can care for and depend on one another more than on large institutions. People cannot be totally self-sufficient, but they can learn to do more for themselves. It will be very important to help young people develop an instinctive attitude such that when a problem arises, they will say, "What can I or we do to solve this problem? What resources do I or we have internally or externally in the immediate environment?" What a different attitude that is than the passive way in which a person says, "What prepackaged, predigested service can we buy to handle this particular problem?"
- Those first two areas of literacy will become absolutely critical as we begin to reach the limits of superindustrialism. Their underlying characteristic is cooperation. Even now we should be teaching young people how to set up, how to run, and how to participate in such endeavors as food cooperatives, clothing cooperatives, wood cooperatives, furniture cooperatives, holistic health centers, cooperative gardens, community freezers, community canning centers, and small-cash-flow recycling centers. We need some new world views, some new reality constructs, to teach people. Alvin Toffler and others argue that we experience confusion today because we have an information overload. I suggest that is not the reason at all. We experience confusion because we are trying to process twentieth century data through reality constructs from the eighteenth and nineteenth centuries. We need new reality constructs to help people understand their world. What should these reality constructs be? Some people like the notion of spaceship Earth. It is very hard to say "spaceship Earth" without becoming instantly aware of very delicate life-support systems. Do you remember a few years ago our trying to get some astronauts back from the moon? I suspect we brought them back by psychic power more than by anything else, yet we knew that at any moment a valve could have malfunctioned or there could have been too much oxygen in the air, and the entire mission would have been blown up. Some people like the notion of planetary citizenship. Can you imagine a whole generation of young people who have grown up and understand that first and foremost they are a citizen of Earth and secondarily a member of a particular culture? Some people like the notion of bioenergy. Many scientists, natural and social, believe that we now must find a more fundamental source of energy that explains both physical and psychic phenomena. Maybe you do not like those metaphors. Try to find your own because the language, the metaphors we use will be the way in which the people we teach see their world.

We have to teach people how to make organizations serve human purposes.

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- Organizations will be with us for quite a while, so we have to teach people how to make organizations serve human purposes. We have not done a very good job of that. If anything, we have taught people how to be loyal to and passive within organizations. We have not taught them how to use organizations. We have not taught them how information flows and how decisions are made in organizations. We have not taught them how organizations use treachery and deceit when necessary to pursue organizational purposes. We have to start teaching about organizations the same way that we taught the farm girl and the farm boy of yesterday about the tools for an agrarian environment.
- We have to more systematically help people develop their future-cognition capabilities. By future cognition I mean how far into the future we extend our thoughts, how densely populated that future landscape is, how coherently organized it is, and how we feel about being drawn into the future; in other words, a capacity to think of the future as comfortably as we think of the past or the present.
- One of the most important things we can do is help people find a self-defined work to do in life—that is, a space in which they can wrestle with life, discover who they are, and make some claim about their humanity; a space in which they can sing, in which they can develop some competencies, have other people say, "You do that well," and know that they do it well; a space in which they can display a sense of judgment, style, and craft. If you have a real work to do in life, be it teacher, healer, peacemaker, or whatever, you cannot do it in less than a lifetime. You may retire or try to retire, but if it is a real work, you will go right on doing it until the tenth, the eleventh, maybe the twelfth shovelful on your coffin. Tomorrow's literate person will understand the great importance of having a real work to do in life even though one has many jobs or sometimes no job at all. In the ancient world the purpose of work was to enter into leisure. In modern times we have reversed that. You are supposed to use your leisure so that you can do your work or your job more efficiently. In the ancient world leisure meant doing something for its own sake, without any ulterior motive. Your lesiure said something about your character and who you were as a human being. In our world leisure has become an activity in which you engage in a time slot away from your job. That implies that you are not able to have leisure unless you have a job. A statement that educators often make and blue-ribbon educational committees write down and people put in statements of educational philosophy, is this: One of the most important things we need to teach young people for the future is how to use their leisure time productively. What a sad outcome if it were possible! In our civilization we have substituted recreation and entertainment for true leisure, and as a result we have a tremendous amount of unreleased stress within our people. Tomorrow's literate person will understand very clearly that leisure is the center of life, that leisure has nothing to do with how much you sweat or how hard you appear to be working, that leisure is the basis of culture, and that anyone denied leisure for any length of time will inevitably become sick.

Tomorrow's literate person will surely use rationality as always, yet it will be combined with intuitive, poetic ways to know.

- The great thinkers of every civilization have understood that there are two ways to know. One is by rational discourse—we debate, we define, we compare, we abstract, we argue logically from premise to conclusion. That, as you well know, is a very slow and very indirect way to learn. There is another way—when we have a direct, immediate knowing—but it does not happen very often. It happens when we have a peak experience, as Maslow would call it, or a religious flash or a creative inspiration. In the superindustrial society, inordinate weight has been placed on rational ways to know. Tomorrow's literate person will surely use rationality as always, yet it will be combined with intuitive, poetic ways to know. A central training, therefore, will be learning to quiet the intellect. Have you ever noticed that when you get up in the morning, your mind begins to yak, yak, yak, and it does so all day long? If I were to ask you not to think about anything for one minute, you could not do so because immediately you would think, Why is he asking me not to think about anything for one minute? Then you would remember a phone call you should have made, a letter you should have written, and so on. The mind goes endlessly, the internal dialogue never ceases, except in those very precious moments when we have a peak experience. We come up on the brow of a hill and see a lovely sunset for which we were unprepared, or we see a lovely painting or hear music for which we were unprepared, and for just a few moments our guard is down, our intellect is hammered into silence, the veil of reality splits, we see things as they really are, and we experience the overwhelming presence of God or beauty or justice or truth. But the intellect is not to be put down. It quickly jumps back in and says, "What did you think of that? What are we going to do now? Let's analyze it. Yak, yak, yak." The person who can quiet the intellect at times and integrate both rational and intuitive ways of knowing has gone a long way down the path of learning to be centered.

    - All of those particular kinds of skills will be necessary if we want to help young people, anybody, see the interconnectedness of all things—how the health of our natural environment is intimately tied to the health of our inner environment. Tomorrow's literate person will understand very clearly what Francis Thompson meant when he said (and I paraphrase), A falling leaf touches a distant star. All of those skills will be essential if we want people to take long-term perspectives, social or political or economic. The kind of person who would say, "Yes, the propellant in aerosol cans will in time affect the ozone layer so that more radiation will enter the atmosphere and the incidence of skin cancer will go up, but that will be after my time and I don't need to worry about it"—that kind of person will be very much out of place in the new consciousness, and gone will be the crass, situational ethics and the short-term net results that are so much a part of the superindustrial society. Openness to new paradigms, new world views, will become absolutely crucial for tomorrow's literate person. Some very interesting things are happening in that regard: the research on photographing the human aura and using the photographs for medical diagnosis, the work on conversation with plants, the work on communication with animals. As of a year ago, Koko, the gorilla at Stanford University, had been taught to use over 400 signs in her everyday language. She can use many more hundreds, but those 400 or so she uses every day. She can ask questions, she can talk about her moods and her emotions, she can talk about her feelings. Every once in a while she does something else. One day in the little trailer that was converted for her use, she was romping around playfully, and her trainer saw her sit down hard on the sink, pulling it from the wall a couple of inches. A short time later that trainer left, and a second one came in. He noticed the sink and signed to Koko, "Koko, did you do that?" Without a moment's hesitation Koko signed back, "It wasn't me. It was the other trainer who did it." She chose to use her language to tell a lie. That kind of research causes us to think anew about our relationships with the natural world. It is fascinating to look at the research being done in modern physics. Fritjof Capra, an eminent theoretical physicist in the West, has written a book called ***The Tao of Physics***, from Eastern Taoism. In it he argues that modern physics is inexorably moving toward the world view that Eastern mystics have always taken about reality, and that future breakthroughs in modern physics will require taking the mystic's point of view. New world views, new paradigms, are emerging, and tomorrow's literate person will be open to them.

- Mobility of consciousness is another area of learning for the future. Much of the evidence of our physical senses is not very reliable. Railroad tracks appear to converge in the distance. They do not in reality, of course. Objects that we see are inverted images on our retina, yet we see them as right side up. If we were given a special pair of glasses to invert the images again, in a short while we would see the objects as right side up. In the supergalactic world the shortest distance between two points is not a straight line; it is a curved line because the great masses in the heavens warp time and space. As you drive along in a car, in the distance you see a tree that looks to be a certain height, yet when you get next to it, it is larger, and when you look back on it, it is very small. Did the tree change size? Of course not, but we allow that sort of thing. We perceive reality through physical senses that constrict and restrain what we see. In other words, only a trickle of consciousness comes into our three-dimensional prism except in those very precious moments when we have a peak experience, and then a river of consciousness flows through us. I believe that we can in time make the trickle a river, and that one way we will do that is by using our consciousness in ways we never dreamed possible. Tomorrow's advanced literate person will be able to use his or her consciousness to tune into the energies of things, the energies behind words and plants and flowers and animals, and he or she will be able to obtain knowledge directly, without going through the slow intellectual processes most of us have to use. I believe that we will do future research with plants and animals by projecting our consciousness into them (with their permission, of course) and studying their full systems in bright, living color. And then we will look back on the present age as one of great barbarism to plants and animals.

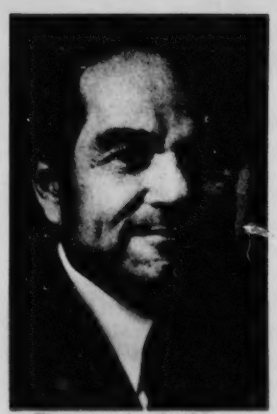
One of the most powerful tests of literacy in the future will be the extent to which peacefulness has been integrated into a person's life.

- An old saying goes, "A nation that hates war will never find peace." In one sense we are a nation that hates war, so we spend about $140 billion a year on military weapons, and the world spends almost $500 billion a year. Yet only a nation that loves peace will actually find peace. That is true of people as well. People who say, I hate this, I hate that, I hate racism, I hate sexism, I hate hunger, I hate poverty—those people will not find peace; they will only draw energies of violence into their life. That is not to condone racism or sexism or any other evil. It is merely to say we have to learn to love their opposite because peace is an interior condition, a condition of the soul. It is not a thing, or a place which we go to. Tomorrow's educated person will be a lover of peace and will radiate peace. One of the most powerful tests of literacy in the future will be the extent to which peacefulness has been integrated into a person's life.
- Yet I think that the real litmus test of the educated person in the future will be love and service. By love I do not mean mere sentimentalism or emotional caring. I am talking about love in its most perfect form, an impersonal, detached love. Don't most of us, when we love, have considerable vanity connected with our love? Impersonal love goes beyond petty passions, beyond ego entanglements, beyond selfishness. It flows freely, effortlessly, to everyone at all times. It is the most discriminating kind of love, the kind that can see all sides of an issue and therefore bring the most practical advice to the other person. From that kind of love comes a desire for service, a desire to share our time, our talents, our resources. In tomorrow's world, love and service will be the centers of gravity, the connecting tissues that make and sustain the educated person.

There are many other kinds of knowledge, attitudes, and skills. I have not said anything about reading, writing, arithmetic—they too will be important. I have tried to stress that tomorrow's spectrum of literacy will have breadth, from the psychomotor to the cognitive to the affective to the psychic and the mystical. We will understand very clearly that to stay cramped down at one end of the spectrum, as we have in the past, is to be functionally illiterate. Tomorrow's literate person will be educated all along the spectrum and integrated at each point to whatever depths his or her particular capacities can manage. Tomorrow's educated person will not be a saint by any means, because surely some of the cussedness of human nature will be with us for a while, but the literate individual of tomorrow will be a much more caring, much more sensitive, much more aware person, someone less drawn to newness and bigness for its own sake, someone less subject to political propaganda and persuasion, someone much more ecologically sensitive and globally conscious, someone surely much more committed to international justice and sharing on the planet. Helping to prepare that kind of educated person will be the primary task and challenge for our society during the coming decades.

If we use the range of experiences, innovations, and resources at our command, through enlightened preservice and inservice education we could begin to bring a new sense of hope and leadership into our formal educating systems.

No less a challenge and even prior in order of accomplishment will be the preparation, the retraining, and the redevelopment of professionals who can help to impart the new literacy. How we might accomplish those ends is not very clear. Yet the urgency to accomplish them and the energies already flowing to us from the new vision are powerful motivators. If we use the range of experiences, innovations, and resources at our command, through enlightened preservice and inservice education we could begin to bring a new sense of hope and leadership into the formal educating systems that grew out of the superindustrial dream and have become exhausted with it.



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The Emperor Would Rather Get It Over With[1]

Burton Blatt

The premise in this paper is that the Emperor—our profession—knows that all is not well with our programs of inservice education for teachers. Indeed, some of us would be glad to be able to discuss that serious problem openly and not too defensively. If my premise is wrong, you will surely hate this paper. You may dislike this paper for other reasons, but if my premise is correct, you may be relieved to learn how many of you feel we have yet to accomplish something truly worthwhile in helping teachers learn, teach, and live better.

I have been reading a large amount of material on inservice education. The movement has created a wholly new set of significant educational issues connecting labor unions, the schools, and higher education. Weaknesses of our current system have been exposed, and people are actually doing something about a few problems that we agree are significant, such as teachers' need for richer clinical opportunities. A commonsense definition has even emerged: Inservice education refers to an attempt to help people who already work in the schools do better work. But possibly not so strangely, we have created a genuine fuss about where inservice education is best delivered, at the university or in the community; about who should control inservice programs; about who should enroll, and when, and under whose auspices, and for what rewards; and about whether such education should be mandatory, encouraged, permitted, or avoided. Let me make a minor contribution to the fuss by asking, Why is it called inservice education?

The term "inservice education" is without precedent in the context in which it is used. That is, it is nonidiomatic, not definable by comparing it to related usages of the term. Elevators are "in service" or "out of service." Military personnel are "in the service." Ministers and other servants "serve." Where is "inservice" used to denote what we mean, "on the job"? Then there is that word "education." Notice that the word "training" is not used, despite the fact that "training" is a more accurate label of what is goin on. Emphasizing the Latin origin of the word "education"—to lead forth, to draw forth, to bring out, to elicit—may I heat up this polemic with the claim that little education is accomplished during inservice education programs for teachers.

Because I do not comprehend what its coiners were getting at with the term "inservice education," I conclude that it is an unfortunate label for what is happening and what is expected to occur in teacher development. The primary problem is the need to get a lifetime of effective teaching out of someone. Therefore, the real question is how to enhance and sustain the well-being of a teacher. What we want is not inservice education, but rest and rehabilitation, sustenance and restoration,

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[1] The ideas of Andrejs Ozolins (Syracuse University) and Frank Garfunkel (Boston University) substantially shaped this paper.

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motivation and stimulation. What we need to do is help people see that life is worth living, help people stay alive, help people enjoy their life, and help people want to make the world a better place and to leave it a little better for their having been here. I do not have a term that embraces all of what we are up to, but that does not deter me from the conviction that "inservice education" is the wrong term.

What Teachers Need to Know

Two colleagues and I once attempted to examine what teachers want, what they get, and what they need.[2] We concluded that teachers want to know what is best to do in specific classroom situations. When they were undergraduates, teachers felt that their preparation was deficient because it did not dwell sufficiently on the realities of the situations in which they would find themselves. After placement as teachers, their cries for specificity continued, resting on the assumption that there were answers to their specific pedagogical questions but for inexplicable reasons their supervisors, as once their professors, were not willing to share such information with them. Many college students are "turned off" and even more teachers are disenchanted because they were never given very much help with their concrete pedagogical problems.

Ironically, thoughtful school teachers seem to believe that the most important thing they can teach their students is how to learn. For example, no student can know every map, but most students can learn about reading maps, and thus most students can learn how to read virtually every map. The only way to develop that kind of transfer of learning is to teach at an abstract enough level so that what is learned can be applied to many situations. Consequently, although most teachers want unnecessary specificity in their own preparation (to be able to deal with "real" problems in the field), they avoid teaching their students in such a concretized training-like fashion.

In the face of the teacher's demands to be taught practical and relevant subjects, and in the fact of the school of education's failure to enhance transference capability sufficiently, most teacher preparation—for undergraduates and for teachers—is fairly concrete, quite controlled, and focused on information acquisition through lectures, discussion, and textbooks. Hence there is striking homogeneity among teacher preparation programs in the United States, irrespective of location, type of college, or type of student.

What teachers need is something quite different. We may profitably view teacher preparation in the same way we view the child-learning situation, essentially as a problem-solving opportunity in which the most important resources available are those within the teacher and the child. Those resources have to be drawn out, encouraged, and nurtured. The difference between the educational technician—ostensibly the teacher's aide but all too often the teacher—and the creator of educational environments is in some measure the difference between a person who has accumulated a lot of information about pedagogy and a person who has the wherewithal to create new information, interpret current information, or at least transfer knowledge to new, demanding situations.

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[2] B. Blatt, D. Biklen, & R. Bogdan (Eds.), ***An alternative textbook in special education: People, schools and other institutions*** (Denver: Love Publishing, 1977).

If It Is a "Problem in Living," to Institutionalize the Solution Is to Do Nothing

It was the morning of the worst storm of the year. All of the town was covered with a sheet of glistening ice. A man arrived at work an hour late. "You won't believe how slippery it is out there," he remarked. "It was impossible to make any headway walking. For every step I took forward, I slipped two steps backward."

"So how did you get here?" asked his fellow worker.

"Well, I gave up and turned around to go back home. And here I am."

What we are doing now may appear to be the best way to improve teaching in schools. But suppose inservice education is not the culprit; suppose the school system it serves is the failure.

It is possible that inservice education as a means of improving schools has been slipping backward more than striding forward. The dominant cultural myth of this age is "The Little Engine That Could," and so we doggedly struggle forward to deliver more and more inservice education. But it is possible that if we turned around to go home, we would get where we genuinely wanted to go. That is, given our premises concerning inservice education and our expectations of teachers, what we are doing now may appear to be the best way to improve teaching in the schools. But suppose inservice education is not the culprit; suppose the school system it serves is the failure. And suppose that if the school system were on the right track, inservice education could keep it there. Maybe it is not on the right track, and maybe that is why both it and the inservice program fail. Recent reports indicate that 50% of our students leave school as functional illiterates. What is wrong? The way we "inservice" our teachers, what we expect from the schools, or what we expect from our students? If inservice education is designed to make the schools better, without respect to whether they are the schools we really want, then we have and will continue to have a very serious problem making inservice education work.

Let me put it another way. If we did not have wars, we would never need a United Service Organization (USO). To end wars, we do not get anywhere by increasing the services of the USO. If we did not have wars, we would not need Bob Hope running around the world giving benefit performances, but Bob Hope has nothing to do with the size or the scope or the quality of wars. Another analogue is the energy crisis. There is a lot of concentration these days on making smaller cars that guzzle less gas. That is all to the good. However, some think a better solution to the energy crisis would be to reexamine our basic systems of transportation. Still another analogue obtains in the recent furor over the supersonic transport. Is it safer than conventional aircraft? noisier? more polluting? more expensive? Those were the questions debated in the newspapers and on the platform. The essential question was rarely, if ever, asked: How many people in the world need to go from New York to Paris in three hours?

What I am getting at refers again to what teachers need. Do teachers need to acquire more and more competencies, more and more facts, more and more methods? Or is the teacher—not the curriculum, not the hardware nor the software, not the procedures—the most significant "method"? Good methods are good teachers and poor methods are poor teachers, notwithstanding competency-based teacher education. If nothing else, good teachers have good—that is, workable—methods (whatever those methods), or else they would not be good teachers. I do not believe that learning is more efficiently and effectively promoted when it occurs in the context of small definable operations and tasks as on a factory assembly line, and when the order of difficulty increases in some lawful manner. Evidence to support that model is not available. Nor do I believe that we will see such evidence during the years ahead. Rather, I believe teachers need what professors need, an awakening interest in learning for its own sake, scholarship for the thrills and enjoyment it provides, and encouragement to create rather than implement educational environments. Not only the university but the public schools too should be places for teachers to teach and to learn. If as in the university, teachers were expected to remain learners in order to remain teachers, they would behave less as technicians, memorizers, cultists, and thoughtless applicators, and more as alive, inquisitive, interesting human beings. That seems to me to be the real point of inservice education. Institutionalizing the mature teacher's education is little different from institutionalizing friendliness. The required unwanted course is an transparent as the forced smile, and both are joyless episodes for all concerned.

What a School of Education Can Do About the Education of Teachers

There have not been many new discoveries in education to keep up with. The purpose of what we call inservice education should not be to deliver the latest bulletin on how to teach reading better or how to teach the mentally retarded better or how to teach teachers better. There is not that much to be updated, no matter what the journals say and no matter how things appear at the convention palace when all the gimmicks and gadgets are laid out by the hucksters who represent America's big and small businesses.

Then what can a school of education do to promote the education of teachers? First, it can be honest with itself and its customers. For example, it can take a less self-serving look at the economy-of-scale principle, the widespread belief that bigger is better, the notion that a certain critical mass is necessary to provide adequate education.

It can also reexamine the idea that teaching is so specialized and professional that ordinary citizens should not only be barred from engaging in teaching but also cannot even be expected to understand what teachers do or why. If there is any profession that an ordinary citizen should be able to understand and in some fashion practice, it is teaching. Professors of education and school teachers might serve education better if they were more receptive to the idea that in at least one respect, education is different from all other professions: It requires everyone's participation virtually throughout his or her life. Children go to school; some of them eventually become teachers and stay in school forever. Others become parents, doctors, lawyers, managers, and next-door neighbors, but all of them are to some degree teachers. Everyone does not go to school forever. But everyone goes to school and teaches at some time, and therefore everyone should know something about the process of learning and teaching.

Schools of education can try harder to conduct their affairs as if people are people.

Schools of education can also try harder to conduct their affairs as if people are people. Professional aloofness unnecessarily separates teachers from their students, their students' families, and the community where they work.

Last, schools of education can emphasize in their curriculums that the goal of teaching is not to decide whether a child can or cannot learn but to make it come true that the child learns. A concept of human educability is shortchanged in our academic marketplaces, and that is a very unfortunate state of affairs.

As a modest example of what a school of education can do about the education of teachers, I want to get at how it might create a more honest representation of what it is and thus how it might truly teach about something that it is now merely selling. I want to elaborate on "truth in selling" education.

We academics should try harder not to lie to our customers. Most business people lie but we must not, for many good reasons, among them, that colleges and universities are not businesses. Telling the truth must be one of the important differences between us and those who sell cars or houses. Telling the truth is what permits us to do business but not be in business. Certainly our schools of education have customers, and we should run our affairs like a business; but we should run our affairs even more like a church, or what a church is supposed to be like when it is not like a business. We should not sell our stuff to make money but rather to make the uneducated educated, and to reveal the unknown, and to pay for the work of scholars whose products will pay for the work of more scholars, on and on for a thousand years. That is why we have customers and sell things. That is why we court donors and write proposals—not to take only for ourselves, but rather, to redistribute to scholars and students.

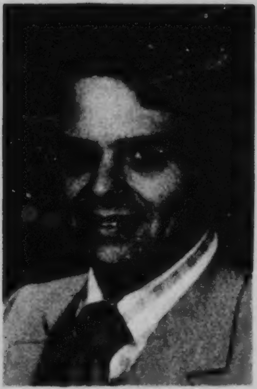
So we must be careful about what we say in our catalogues and other bulletins. Garbage is sold everyday by appealing to the best impulse of the consumer. That is why error-ridden encyclopedias and dictionaries are gobbled up. That is why people who want to feel patriotic buy rhinestone flags for their lapels. Isn't it time that something actually good is sold by appealing to the same sort of impulse? A school's catalogue is the chance to try that suggestion out. Are there enough people who would respond to such a serious and honest appeal? I think there are. I am not as sure that schools of education have serious and honest goods to deliver to them. But I am sure that it is important to answer both of those questions the right way, or else we might substitute the future lie for the present hypocrisy. Still, although it is important to answer both questions, we should not delay being more honest until we find out whether we are good enough to be good. To some extent, a more noble recruitment effort would lead to a more noble school of education and would probably be worth instituting even if no changes were wrought internally. So let us consider what we might do.

What philosophy of education would we want the bulletin to exemplify? The claim is made that education is not only in the classroom but everywhere. If that is the case, it should also be in our bulletins. One should learn something by looking through them, something other than what makes us academics feel important and satisfied. I know that the Socratic pitch is not much good for recruitment purposes: "Come study with the man who doesn't know anything except that he doesn't know everything." Hardly any people would come because on the face of it, they have been told not to. Somehow they have to be told that the *way* Socrates is ignorant constitutes valuable knowledge. And that brings the issue back to the public relations paradox: How do we brag about humility? How do we make virtue more exciting than vice? How do we tell customers that we have found "the happy person" without causing them to be depressed that "the happy person" has no shirt?

But maybe something can be done. The way the bulletins read now, there are no uncertainties, no puzzles or doubts, no paradoxes. It should be made evident that not only are unsolved problems present but the excitement begins in facing and grappling with them. The way the bulletins read now, each program holds out the promise of mastery and comfortable competence to the student; the student will find the answers and skills for the job he or she wants. Our promise seems to guarantee competency. Most of our programs even include the term "competency based." We ought to advise our customers that there are few answers and fewer skills, that what a student can hope to acquire is the ability to cope with muddles and novelty, the ability to make decisions when no general laws are clear, the ability to separate goals from the means of obtaining goals. We ought to advise our customers that if all goes well, they will be able to achieve for a while the balancing act that constitutes intelligent behavior in any field. Something like that should be learned from our bulletins because something like that characterizes the successful graduate.

Schools should spend more time learning than knowing, and our bulletins should reflect that preoccupation. Such an admission means that we will appear somewhat incompetent more of the time than we appear fully competent. Such admissions are difficult in the university, especially in the university bulletin. We are much too quick to claim that we understand, and we are very reluctant to admit that we do not understand. Especially do our bulletins make us seem confident that we know what is going on and that our ideas can be adequately expressed briefly. But such feelings lead us in the direction of the trivial and the superficial. Probably that is why college bulletins are infamous for calling things by new names but saying little that is new. A friend of mine has felt for a long time that biology could be taught much more effectively by presenting what is not known, if for no other reason than because that is what is so interesting. Perhaps something of that kind could be worked into program descriptions. Perhaps we should remember how much more eager we are to read today's headline than the review of the week. Perhaps we should seek out potential customers who prefer puzzles to reviews. Perhaps our bulletins should not only be invitations but tests.

The point of this paper has been that perhaps our inservice programs should not only be tests but invitations to learn.



3

Universities and Schools for Inservice Education

Dwight Allen

If you put two rats side by side in identical cages, identically equipped, and train Rat A to push its nose against a button to avoid a shock, and if you clamp an electrode on the tail of Rat A and Rat B so that they both get shocks very time Rat A forgets to push its nose against the button, all is well because Rat A keeps pushing its nose against the button. If you then start distracting Rat A—by bringing in a female rat or by providing some exotic food or whatever—and it forgets business and both rats start getting a shock, Rat B, which has never been trained and has no control over the situation, becomes more stressed, more confused, more irritated, than Rat A. In rats such stress is measured by the rate of ulceration. The message is that you may occasionally get distracted, but if you know how to make something work and have the confidence to pay attention to business, you ca lapse occasionally and the shock will not be disturbing. If you have no idea where the shock is coming from, you get upset.

Back to the rats: Then you turn off the button and turn on a lever, but you do not train either rat to use the lever. Rat A keeps pushing the button, but the button does not work and both rats get shocked. Now Rat A gets more frustrated than Rat B, which does not know what is going on. In other words, you learned something that works and it has been your security blanket; now it no longer works, but you keep frantically trying to return to it, and you get very frustrated; at least you do if you are a rat.

Then you train Rat A to use the lever. Occasionally it forgets, but it knows how to push the lever. Rat B, which does not know what is going on, continues to get frustrated, as before.

Then you go to a third stage. You turn off the lever and turn on a bar. This time, however, when the button does not work and the lever does not work, instead of just getting frustrated, Rat A searches around and soon pushes the bar. Even before it pushes the bar, its level of frustration is much lower than that of Rat B.

I do not want to spend much time talking about rats. In fact, I find rats rather uninteresting. But I find it very interesting to think that in education we may be in a period in which someone has turned off the buttons or the levers or the bars, and unfortunately some people know only one way of doing things—they have only one set of responses—so they are getting frustrated indeed. So many things are happening in the society and so many things are going on around us that people are pushing buttons and levers and bars like crazy. If we cannot find a way to incorporate a few more alternatives into our strategy, our ulceration level is going to go off the top of the chart, and eventually we will be so frustrated that we will either leave the profession or worse, sink into apathy. I see many people sinking into apathy. I see people in the schools becoming apathetic; I see people in the universities becoming apathetic. I see people becoming apathetic because it no longer is obvious what connects with what, what is going to work, and what is not going to work. We are living in a very confusing setting.

> ***I want to discuss some models of inservice education that universities and school systems might work on together. One of the most promising models uses the school rather than the individual as the unit of inservice education.***

I do not have a magic switch that will turn on all the buttons or levers or bars, but I do have a few suggestions about some other apparatus that we might use. I want to discuss some models of inservice education that universities and school systems might work on together to reduce the frustration level. Some of the problems that we face as educators are problems which we cannot take responsibility for. We cannot turn the whole society around by ourselves. But we can always be more effective, and we can always make a difference. That is important for our professionalism and our sense of accomplishment; when we feel that whatever we do is futile, we come unraveled. We cannot very soon solve all the problems, but we can make a difference and we can give ourselves more options.

One of the most promising models I am working on at the moment uses the school rather than the individual as the unit of inservice education. At Old Dominion University we have now admitted three schools to an inservice program. Once a school has been admitted, every staff member in that school is eligible to be in the program. It is a master's degree program. We decided to use the coin of our realm, which is still units and degrees. The superintendent is using the coin of his realm, paying three-quarters of the teachers' tuition. That turns out to be a nice balance: The teachers have to put something in, and the school district puts even more in.

All instruction is on site, at the schools. The teachers do not have to come to the university—very important symbolically. But the university is in charge of the program. We are saying, Let us develop a program in partnership; over a three-year period, let us develop a program in which the objective is, in year one, to determine what improvement the school would like to undertake, in year two, to gear up for that improvement, and in year three, to work together in the early stages of implementing the improvement. That does not mean that we will not start some program changes earlier than year three. Little things are done as we go along, but the primary thrust is to see if we can find ways to address major problems defined by the individual schools.

Once a week there is a three-hour seminar that addresses the needs that have been identified by the school. The school determines both the day and the hour of the seminar. In other words, the university accommodates to the schedule of the school. When you offer to accommodate to a school's schedule, you can predict that about 99% of the time teachers will ask that the session start about 15 minutes after school, on Tuesday, Wednesday, or Thursday. There were not any surprises in our case, but the university's offer to accommodate to the school's schedule was extremely important psychologically. Usually the university gives the other kind of signal: Here we are with all our wisdom; we will decide how to dispense that wisdom; you come and sup at our table if you choose.

In addition to the seminar, the teachers have what we call a competency strand. Here again the program is somewhat unique. There has long been the feeling among school districts that universities undervalue the ability of the school district's supervisory staff to contribute to staff training. Universities have been suspicious that the supervisor of reading or the supervisor of social studies or the director of staff development or a number of staff persons in the school district are not able or senior enough to dispense the marvelous knowledge that comes from the universities. We feel that that is not a correct assessment, that many senior people in the school district are very capable, academically respectable professionals. So the school districts have identified for each of the 70 teachers in the three schools combined, an individual advisor from the supervisory staff. Frankly that is to the university's benefit because those staff are financed by the school district, making the program more cost effective for the university. That is part of the reward the university receives. In other words, we are trying to develop a model in which there is legitimacy for everyone and everyone obviously wins.

It is the responsibility of the teacher and the supervisor to devise each semester a major activity for the teacher to work on for personal improvement. The principal has to approve the activity, that is, determine that the competency which the teacher will work on is significant for the programmatic change which the school is working on. The activity also has to be approved by the university as academically significant. As a competency task for a semester a teacher might develop a new unit on futurism, work on a new approach to discipline, or at the elementary level, set up a science corner. The activity can be as broad as the teacher and the supervisor together can make it.

As a part of the competency contract, the teacher and the supervisor state what will be done and how they will know when it is done. The contract is approved by the principal and the university. The teacher then works on it with the supervisor and whatever other personnel the teacher and the supervisor feel are appropriate.

So there is a competency phase in which teachers take on tasks for six semesters over three years, and there is a seminar phase in which all the teachers in a school meet and, with systematic input from the university, assess needs or explore staff development alternatives in the first year, gear up for a major activity in the second year, and implement that activity in the third year.

The program is in its first year, so we do not know how it is going to work, but we are almost through the first semester, and everybody is delighted—the university, the school district, the schools, the principals, the teachers—so we think that we have a winner.

Too often teachers go off and get inservice education as individuals and then come back to a school environment in which what they have learned is either viewed with hostility or judged irrelevant.

One of the problems we are trying to get at is that too often teachers go off and get inservice education as individuals and then come back to a school environment in which what they have learned is either viewed with hostility or judged irrelevant. It does not take long for that inservice activity to be socialized away, and things go on as before. There has been a high level of frustration on the part of teachers trying to change things on an individual basis and a high level of frustration on the part of universities trying to figure out how to have an appropriate impact. I offer the foregoing model as one example of a way in which we might find a new level of partnership.

We need to be aware of some other problems if we are going to develop new partnerships between schools and universities. These observations come from my experience at the University of Massachusetts, where we had 20 programs of teacher education. When an accreditation team from the National Council for Accreditation of Teacher Education (NCATE) came to visit us, they almost panicked because they could not figure out how to use all their forms. The elementary school person on the team said, "I think I found elementary education in severn of your 20 programs—I'm not sure I found all of it." The result of the accreditation was very favorable, and NCATE, contrary to what many people think, was very flexible in responding to a program that was, from its point of view, very complex and atypical. The point is that some of my colleagues in teacher education want to decide by a vote of five to four that all should be done one way. We tend not to take our own advice on individualizing instruction and matching teaching and learning styles. We tend to throw single, massive programs of teacher education on everybody. That is basically a faulty approach. We are missing a bet in the use of human potential. We are in a time in education in which it is most important to give individuals a sense of control over their life. More and more, we have a sense that whatever we do is not going to work. We are that rat pushing the button and not getting good results. So if we can give people a sense of control and a sense of the constraints within which they must operate, we will be moving in the right direction.

At the school level it is like the difference between a curriculum designed to enhance multicultural sensitivity and the way it came out in my son's fifth grade class. The children learned all about the different cultural traits and aspects of Mexico, and the culminating activity was wheeling a diorama into the classroom with a little child on a burro. One day the teacher said, "We are now going to study 'Woksoksa,'" and Denny raised his hand and said, "You mean 'Wohoka,'" and the teacher said, "'Woksoksa.'" Denny came home very disturbed that evening. He said, "The teacher just didn't understand," and we said, "Denny, you have to understand that it's not the teacher's fault that she's deprived—she's never been to Mexico, and she's never lived near Oaxaca for six weeks like you have. Quite obviously she's disturbed by the fact that you know more about Mexico than she does, so don't embarrass her. When you notice the mistakes she makes, just be very quiet about them and we can talk about them at dinner." It is very sad when you have to counsel an 11-year-old child to be more mature than a teacher.

Many teachers are not encouraged to use the diversity of their own potential.

It is even sadder that this particular teacher had spent a whole year in Scandinavia and had a houseful of artifacts on it. Something is wrong with the curriculum when its objective is multicultural sensitivity but we cannot use the human potential that we have available to us. One of the problems is that any teachers are not encouraged to use the diversity of their own potential. There are not any villians; we are just not alert enough to try to use the richness of human diversity available to us.

Equally stupid is how higher education institutions go about teacher education. One of the programs that we had at the University of Massachusetts was a competency-based program. A group of staff members went absolutely wild developing a list of 789 boxes representing competencies. You became a teacher by checking off those 789 boxes as competencies that you had acquired, and then you got your credential. The people who made the boxes and the people who liked to check them off deserved each other. But the result of that program was very strong. Some of the best teachers we trained spent their entire teacher education program checking off boxes.

There was another program called Explorations, and in it were the people who felt that even to try to analyze the mystic act of teaching was to destroy the effectiveness of the teachers. These people wandered around in a daze, and their teacher education program consisted of coming together at a YMCA retreat once a month for three days to share experiences. As a result of sharing experiences, they decided what mystic forces had coalesced and what expertise they needed for the next month. They absolutely refused to plan any more than one month ahead. They said that otherwise they were not responding to the forces that were real. Some of the best teachers that we trained at the university were the products of that program.

Another program allowed students who thought that they were not being well served by other programs to propose an alternative if they could find staff members to support it. The most creative alternative came from a group of 10 would-be teachers who decided to start at the top. That meant found a school. They said, We don't want to be corrupted by what has gone on in the past; we want to start anew. They found a staff member who would support the venture. They decided to design a whole curriculum and then find a school district in the state that would be willing to establish an alternative school they would conduct for a year. We agreed that if they could develop a curriculum, sell it to a district, and make it work for a year, they would get their teaching credential. That seemed reasonable. But they had to understand that if they started on the venture and were not able to sell the goods that they had prepared, then no credential; they would have to go back and do a standard program.

It was a delight to watch those students at work. Their first decision was, Elementary school or secondary school? That was too hard for them to answer, so they decided to do grades 1-12. Then they had to figure out a curriculum for grades 1-12. Most teachers think that they are overworked if they have to revise the algebra curriculum over the summer; those students decided to design a whole curriculum. They designed it around the concept of survival. Then they found a town, Marion, Massachusetts, that would accept their program. Marion said, You come and present your ideas, and if enough kids sign up on a voluntary basis, you're on. About 500 signed up. The 10 students were very cautious; they selected only six at each grade level, 72 in all. (Incidently the son of the superintendent, the daughter of the assistant superintendent, and the children of a couple of board members were among the 72.

That raises an interesting issue—the superintendent, assistant superintendent, and two board members putting their kids in a school run by uncredentialed interns.)

The 10 students taught their school; it was successful. There were a few moments of crisis, such as their finding on the first day that they had left physical education out of the curriculum. They had an emergency faculty meeting at the end of the day to figure out what to do. They decided the answer was soccer. They divided all the teachers and all the students into two teams, and two afternoons a week they played soccer. It turned out to be the most successful part of the whole curriculum, and not just superficially, because the morale of the school became closely related to the spirit of the soccer game. Can you imagine the learning that would take place if you really wanted to win a soccer game, and you were an 18-year-old, and a six-year-old on the opposing team came up and tried to kick the ball?

I do not argue in favor of that program as a generalizable one. However, for those 10 people it was probably the best program we could come up with. Of the 10, only three became teachers. Seven were offered jobs as administrators when they graduated, and they went off to help establish their own alternative school. So we had at least seven people who never did find out you cannot start at the top.

We need to find ways to encourage greater diversity in the schools. That should be the major agenda in seeking a new level of university and school partnership.

That last comment may be a little frivolous, but it is also very serious. We have very different kinds of people in the profession of education, and we need to find ways to honor the differences more than we have honored them previously. It is very debilitating for people who like to be precise to be told that they cannot operate in an environment of precision. It is very difficult for people who have good intuition about situations to be told that their intuition is not valued. It is very difficult for people who want to dream big dreams to be told that their dreams must be postponed. As educators, we lose a lot by making people simulate machines, by not finding ways to unleash the human potential that is restrained by real and perceived bonds. (Sometimes people themselves do not perceive the freedom that they have to develop their differences.) It is not, again, a matter of villains; it is a matter of a mind-set. We need to find ways to encourage greater diversity in the schools. That should be the major agenda in seeking a new level of university and school partnership. I find as much rigidity in the university as I find in the school, and I also find as much difficulty there in developing legitimate, rigorous, and substantial ways to respond to the legitimate and substantial problems that face us.

There are many ways in which we can encourage diversity. For example, too often we have thought that we have to create a long list of courses to accommodate students interested in a narrow field. A guaranteed winner that has been tried in some schools is to say that any student who can figure out a way to take up to half of his or her program in a specialized area and can get a teacher to agree to supervise him or her as an overload, can do so. Just the administration's saying that such an arrangement is possibe suddenly opens up for many people a range of opportunities which they had not thought of before. That is extremely important.

Another example of a response to diversity is what we found in Paterson, New Jersey. Paterson is a tough place to deal with. Officially it has been labeled the poorest school district in the state. That label comes from its being number 688 out of 688 in scores on the state competency examinations in tenth grade reading. (A friend of mine who was superintendent of a tough district once said, "Our kids score in the half that makes the upper half possible.") As a profession, we have to find some ways not to label people so negatively. We do not do a very good job of that. We do a lot of prevaricating. Someone did a study of all the reading statistics announced by school districts in the United States: 78% of the students had been reported to be above average. Isn't that a neat trick? School districts have learned sophisticated ways to be above average. New York City uses the asterisk: * special and remedial classes excluded. If your statistics leave out certain populations, you do a much better job of showing how well your school is doing.

We need to find a way to give people, the Patersons of the world, more hope. We did a survey in Paterson; we asked students to rate the importance of 18 curriculum areas or possible curriculum areas. The subject that they wanted to study the most—at intermediate, junior high, and senior high levels—was the future. Our best guess of what the students were asking for is that they wanted to find ways to better control their life—this in a population that was 50% Black, 30% Hispanic, and 20% white. The parents rated the study of the future as second most important. The teachers predicted that it would not be very important to the students. As professionals, we are not yet aware of the importance that the community places on having a way of looking forward. Too much of our curriculum is looking into a rear-view mirror. Yes, we have to inform ourselves of history, but we inform ourselves of the past so that we may find a constructive future. What we are aiming for is not a semester course on the future; it is finding a way to make the curriculum forward looking. Schools have not noticed the microprocessor revolution. By 1990 most homes will have microprocessors programmed to teach many basic skills. But they will not be programmed by educators because we cannot get our act together. They will be programmed by entrepreneurs and sold to middle class parents. We may be able to use those programs that we did not develop and that we may not like with some of the populations that have had the most difficulty with basic skills. But the programs will serve the wrong populations first.

Schools and universities need to join together in different kinds of partnerships to try to have some influence on those programming efforts. We need to have a few computers around. There are teachers in our schools who, on their own time, would play with the computers and start developing some imaginative ways to use them. To have a few computers around is no longer absurd. You can buy a computer for a thousand dollars, one of the best. It is very easily programmed, and you can do many things with it. One computer has a program called Lemonade: You are given two dollars to sell lemonade, and you are given a set of circumstances, and you have to try to make a profit. The computer tells you that the weather is unexpectedly bad or that the road is being repaired, and therefore people did not come by and you got stuck with too much inventory.

At the very least we as educators need to be aware of those possibilities. More, we ought to influence them. That is going to require a different kind of partnership and a different level of awareness of a wider range of variables.

I will conclude by saying that I am an optimist, but my optimism is long term. I am a short-term pessimist. I had the pleasure of being in Salzburg, Austria, for the review of a new book from Pergamon Press titled ***No Limits to Learning.*** The 120 people there from 68 countries were struggling with the issue of how to make learning more relevant for the twenty-first century. Their two major premises are important: that we have to find a way to change from response to crisis, to anticipation of crisis; and that rather than having learning come arbitrarily from outside, there has to be a sense of participation. So anticipatory learning and participatory learning are the two major messages of the book.

But the high point of the conference for me was what I learned from a Hungarian sociologist. It addresses much of what we face in the future. We had been talking about diversity and how the world is very multi-hued and multicultural, and how marvelous that is, yet what a problem it is. We went on to look at the complexity of global interdependence, and then the Hungarian sociologist said, "Zee problem is zee chicken and zee elephant." Here we had been talking about profound matters and this guy said, "The problem is the chicken and the elephant. You're talking about how the chicken and the elephant are different. The chicken and the elephant are very different. I don't find that interesting. Now, if you were to talk about how the chicken and the elephant are the same—I would find that interesting. If you just get beneath the skin and look at the heart, the muscles, all the vital systems, you'll find that the chicken and the elephant are very much alike. I find that very interesting, and I think that educators ought to find more time to look at the similarities between the chicken and the elephant."

4

Beacons on the Horizon: Some Promising Signs for the Future of Inservice Education

William Smith

In Chapter 1 Robert Bundy provides a noneducator's global perspective for us to use in thinking not only about what it will mean to be an educated person in tomorrow's world, but equally important, about what it means to be an educated person in our present world, a world characterized by change at a pace and of a magnitude that almost defy human comprehension. Today's professional educators—whom I shall refer to hereafter as teachers—must come to grips with such change, adapting to the knowledge explosion, new technology, and an increasingly complex social-value structure with its concomitant behaviors and attitudes.

It therefore seems to be a greater need to deal with the state of society and the profession today in preparation for tomorrow, than to burn up energy in an attempt to anticipate the future. If we do not have something of value to build on, the prospects for the future will become dimmer and dimmer anyway. In this paper I propose to do the unmentionable, that is, to go back to the basics regarding the education of the teacher, back to the fundamental questions, What do we need to remember about learning? and How do we help the existing population of teachers succeed in the present teaching and learning situation? We do know something about teaching and learning, but ofttimes in our quest to move ahead we forget.

The problems of teaching and learning obviously are of central importance to the educational process. Viewed in their broadest perspective, in fact, they constitute the heart of schooling. My own notions on the subject, I should acknowledge, stem from a career in administration. A quarter of a century as an administrator has left me with a deeply ingrained set of convictions and beliefs. Although in general they do not conflict with the opinions of researchers and academic specialists, they reflect a certain pragmatism born of cumulative battle scars.

We are in a time of increasing concern over teacher effectiveness. Whether that concern manifests itself in standardized tests, minimal competency standards, or classroom discipline, the focus is the same: What provisions will produce high-quality performance in classroom practitioners? Although there are no genuinely conclusive answers, experimental solutions are being tried in a number of different areas. More attention is being given to alternative teaching methods and flexible time allotments, and the principles of mastery learning are being accorded an increasing measure of respect. There are, however, other dimensions of the school and classroom world that merit consideration.

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Schooling is a distinctly human enterprise. Principals, teachers, and students commingle, interact, react, and generally influence one another in an endless interplay. In their exchanges, I suspect, further clues may be found for improving the teaching-learning process.

In a period of preoccupation with cognitive matters, it is perhaps somewhat uncommon to discuss the affective components of instruction. Nonetheless, incentive, commitment, desire, and the attitudinal relationships between students, teachers, and principals are important. How much and how well a child learns, in short, is not entirely determined by subject matter, instructional method, and study materials. Learner achievement also is influenced by the way children perceive their teachers, the significance they attach to classroom activities, and their willingness to use the full range of their learning capabilities. All of those are affected by the environment that professional educators create.

There are six particular elements in that environment that warrant serious consideration:

1. the teacher's concern for school and classroom structure
2. the teacher's sense of purpose, role, and commitment
3. the teacher's degree of confidence
4. the teacher's sensitivity to instructional opportunities
5. the teacher's backlog of successful experience
6. the teacher's interest in continual professional development.

The quality of the learning climate stems basically from the teacher's educational values.

School and classroom structure—the quality of the learning climate—stems basically from the teacher's educational values. What is most critical, obviously, is that the provisions for instruction be conducive to efficient student achievement. It does not really matter whether the organization is flexible or rigid, whether the rules are loose or tight, or whether the teacher is permissive or authoritarian; effective learning can occur under all of those conditions. There are no immutable laws to teaching and learning. As long as the gestalt of the classroom is productive, a slight lapse in one area or a mild excess in another, properly compensated for, does not constitute a serious limitation.

I have been struck over the years by the lack of direct correspondence between a teacher's knowledge, intelligence, and cleverness, on the one hand, and teaching success, on the other hand. Great teachers are neither stupid nor uninformed. But being erudite and having brainpower do not alone produce expertness in teaching. More often than not, the practitioner who excels at facilitating a student's learning achieves the most impressive results. Such facilitation is a by-product of the interaction between student and instructor, that is, between the adeptness with which the child's desire to learn is stimulated and the teacher's capacity to simplify the acquisition of ideas and skills.

That is not to say that a healthy school or classroom is free of tension and stress nor that learning does not on occasion require hard work, drudgery, and a tolerance for frustration. Strong teachers generally impose greater demands on their students than weak teachers do. Despite the high expectations, the learning tasks seem manageable. A master teacher is able to extract sustained student effort as well as ensure that such effort is maximally productive. The best of teachers, in short, know themselves, their subject, their students, and the devices through which their learning objectives are best accomplished.

They also recognize, however, that insofar as teaching is a helping profession, merely selecting sensible classroom assignments is not enough. Children must feel that their teachers care about them, and they must sense the usefulness of what they are learning. A second major element in good teaching, then, is a sense of commitment. If, for instance, a teacher views teaching as no more than a job—as labor to be exchanged for salary—students are not likely to learn with alacrity. By the same token, when the teacher takes his or her purpose to be that of a taskmaster whose principal obligation is to enforce rules, many aspects of quality instruction are lost. Therefore, not only must practitioners know how to achieve their objectives with high efficiency, but the objectives themselves must have merit. As an illustration, every experienced principal has at times been dismayed by instructors who pursue the wrong goals or inadequate goals with vigorous diligence. Similarly every experienced principal has been saddened by the teacher who, though blessed with great talent, functions perfunctorily.

In the best of circumstances teachers have a profound belief in the importance of education. They regard their efforts not as a routine chore but as an opportunity to contribute materially to children's growth and the development of a better society. Above all, they are keenly aware of the enormous impact a good teacher can have on a student. As a result they are energized by the significance of what they do. The natural consequence of such commitment is that they derive far more from their endeavors than wages, in personal satisfaction.

Good teachers are inclined to take a broad rather than a narrow perspective on the teaching act. They know that more often than not children respond to the teacher rather than the subject. For that reason some teachers get discouraging results even with appealing subject matter while others make even the dullest of lessons seem exciting. Those who are sensitive to the power inherent in the teacher-student relationship try to go beyond the substantive aspects of a topic and deal with the overall development of their students. Although they take precautions to ensure good intellectual achievement, they are interested in other things as well. They worry, for example, when a child learns grammar but has no friends or when a child is unable to cope with frustration.

In the main, good teachers owe their excellence to continual efforts at self-improvement.

Commitment—the simple desire to do as well as one can—prompts teachers' interest in overcoming weaknesses, acquiring new skills, deepening their understanding of their craft, and making the largest possible contribution to their students. Without commitment none of those are much of an incentive. Desire is a potent human stimulus: In the long run, it probably accounts for more achievement than native capacity does. One encounters now and then a gifted teacher blessed with extraordinary ability. In the main, however, good teachers owe their excellence to continual efforts at self-improvement.

Commitment, it might be added, is not an irreversible condition; it can be nurtured in one kind of working environment and dissipated in another. One of the primary tests of a skillful administrator is his or her ability to bring forth the best in teachers. Leadership of that sort is also dependent on the administrator's commitment. The principal or superintendent who is willing to settle for the average or the mediocre or who acts aggressively only in times of crisis, is almost certain to diminish faculty morale, reduce teacher motivation, and weaken organizational rapport. There is, then, a strong bond between the first essential element—school and classroom climate—and the second—commitment. In the absence of high professional ideals and dedication, classrooms and schools simply lack vitality.

Yet just as knowledge is not enough to produce superior teaching, commitment unfocused and undisciplined is also insufficient. Countless teachers driven by a keen interest in helping children have, despite their good intentions, been ineffectual. Whatever their methods and intent, teachers are regarded by their students as authority figures. It does not particularly matter whether the teacher emphasizes heuristics, rote learning, drill, or didactics. What does matter is that the teacher have a clear sense of mission coupled with a sure command of procedures through which that mission can be accomplished. The teacher who agonizes over being too strict or permissive, who has an exaggerated need to be popular among students, or who lacks the stability to exert control is doomed to failure. Without a feeling of confidence in the value of the learning goals, in the efficacy of the teaching method being used, and in personal adequacy, instruction suffers.

What I refer to as confidence involves many different dimensions; each is an indispensable factor in successful teaching. The first dimension has to do with confidence in self. On occasion, for example, teachers waver between one set of attitudes and another, uncertain about which is right and which is wrong. Highly effective teachers, on the other hand, invariably reflect the courage of their convictions. They have a firm belief in the appropriateness of what they do, unambiguous policies on which to base their decisions, and complete assurance about their own competence. They are plagued by neither self-doubt nor the nagging fear that their procedures may be wrong. As a result they are able to accomplish their goals systematically, without faltering, vacillating, or suffering psychic trauma because of endless anxiety. Convinced that their teaching behavior is proper, they are what Abraham Maslow described as self-actualizing.

A second level of confidence involves the teacher's faith in the instructional materials, the teaching method, and the fundamental worth of the subject itself. There are history teachers who, when pushed to candor, think a knowledge of history will do their students little good; science teachers who suspect that whatever is taught will be forgotten in a matter of days; and English teachers who feel that the required teaching text is virtually useless. In those situations the quality of the learning is less than it might be.

The frequency with which such lack of confidence occurs constitutes a strong argument for substantial teacher autonomy. Given the freedom to choose, some teachers may still be caught up in indecision, but there is at least the possibility that they will select procedures that to them make sense. Standards, of course, are important and every teacher should be responsible for making certain that every child learns, but that need not militate against the pedagogical freedom to organize instruction in whatever way seems most desirable. Allowance for individuality is virtually essential if the teacher is to have maximum security. Moreover, because confidence develops cumulatively, expanding from a continuum of previous successes, regulations that interfere with personal flexibility are likely to create more harm than good.

A third level of confidence stems from the manner in which teachers regard students. As the celebrated research on the self-fulfilling prophecy has demonstrated, the instructor who views students as capable is likely to generate more learning than the one who questions their ability. Optimism about a child's capacity to learn is conditioned in large measure by the degree to which the teacher understands the learner. Vast numbers of students have failed to achieve simply because those responsible for their learning either misjudged the obstacles or tacitly assumed that the obstacles could not be overcome. Benjamin Bloom's classic experiments on mastery learning, for example, have clearly shown that relatively simple readjustments in the instructional pattern can greatly increase student achievement. There are teachers in inner-city schools, laboring under extraordinary handicaps, who often obtain remarkable results because they respect their students' potential, understand the impediments that exist, and build appropriate mechanisms into their teaching procedures. Although compassionate, they neither permit sympathy to reduce expectation nor confuse temporary difficulty with incapacity. Their confidence, one might say, is based on the fundamental assumption that virtually every child can learn and the firm belief that proper strategies can overcome even severe hurdles.

These three dimensions of teacher confidence—a sure commitment to self and purpose, a secure reliance on good procedures, and an unshakeable faith in ultimate student success—constitute a powerful force. They more than anything else prevent the hypocrisy, lassitude, and carelessness that sometimes attenuate teaching skill.

Only after those aspects of confidence are present can the practitioner take complete advantage of classroom events and exploit the full range of teaching opportunities. Robert Havighurst and others have written of "the teachable moment," referring to the random situations that allow the teacher to seize on some special occurrence. A fourth important element in successful teaching, consequently, lies in the practitioner's recognition of teaching potential. Whereas some instructors are oblivious to the subtle nuances of the teaching-learning environment, unable to capitalize on a propitious situation, others seem intuitively to sense a serendipitous development and use it to advantage.

That is only possible, however, when the teacher has a comprehensive knowledge of the teaching material, the method, and the learner. If the grasp of the subject matter is only marginal, if the practitioner knows but one way to pursue the objective, or if the teacher has only a limited understanding of the students' values and concerns, the golden "teachable moments" are lost.

The variation in individual perception of teaching opportunity is truly remarkable. As a principal, I was continually astonished at the way in which insecure teachers were bound to a fixed system, unable to cope with anything that broke their routine. A rainy day, a fire drill, an unexpected delay in the delivery of supplies, and similar interruptions were regarded by some faculty as catastrophic. Mature, seasoned practitioners, on the other hand, alert to chance and guided by hunch, were able to convert those same situations into a highly constructive lesson.

We do far too little in our teacher training to enlarge the practitioner's vision of what can be done.

We do far too little in our teacher training to enlarge the practitioner's vision of what can be done. The expansion of awareness of teaching possibilities comes primarily through direct experience. A talented neophyte, for example, however well intentioned, is not likely to recognize an unsuspected opportunity unless in one way or another it is demonstrated in a realistic context. For that reason much would be gained if teachers were given more time for mutual observation and collaboration. The young teacher enabled to observe an experienced master in action is almost certain to have an eye-opening experience.

Teaching is no different from other human endeavors in which the seemingly impossible becomes commonplace once an exceptional performer points the way. Athletic records, scientific breakthroughs, new movements in art, music, and literature—all emanate from new perceptions of what can be done. It might be wise, consequently, to formalize some sort of "buddy system" through which beginning teachers can observe skillful teachers at work. If nothing else, such an arrangement would stimulate among apprentices greater sensitivity to the virtually limitless devices through which learning can be encouraged. My own experiences lead me to believe that in the wake of new knowledge production, the buddy system would be equally as important for experience teachers, enabling them to observe other experienced teachers as well as talented neophytes armed with new knowledge and advanced teaching strategies.

Few cliches are more overworked than the adage about success breeding success. Yet that tired aphorism is nowhere more applicable than in teaching and learning. Student and instructor alike look to a new lesson within the framework of what has gone before. All good teachers—and their students—seem to derive immense satisfaction from their labors. The desire and enthusiasm referred to earlier, triggered in considerable degree by a steady and apparent stream of accomplishment, are contagious. Yet another element in successful teaching practice is to be found in the gradual accumulation of rewarding experience. However great the teacher's latent talent (or the learner's aptitude), early failure tends to breed more failure. Conversely, when steps are taken to ensure early success, the probabilities of continued high achievement are good.

In this regard a skillful principal who takes faculty development seriously can be of profound help. The assignment of new teachers to the most difficult classes (as a bow to the privileges of seniority), for instance, is folly. An adept principal not only seeks a comparatively easy entry point for a new teacher but also strives to provide continual assistance. The beginner can be encouraged to solicit advice from an experienced colleague; counselors and other specialists can be used to familiarize the teacher with the students' lifestyle and home environment; troubleshooting clinics can be organized; and to repeat a previous point, young teachers can be paired in a kind of professional alliance with older ones of similar disposition and teaching philosophy. The secret is not to use old-timers with cynical attitudes and obsolete survival skills.

Many of you may wonder why I have placed emphasis on new teacher training in a period when there seems to be little opportunity for new teachers. New data from across the nation are beginning to show severe shortages in math, science, vocational education, and physical education. English teachers are also being recruited in some places. Before long we expect that the shortage of teachers will be magnified as late births from the baby-boom generation peak. There may be no better time to begin to integrate preservice and inservice education than now.

The sixth element therefore follows logically: Superior teaching is the natural result of autonomous and sustained professional growth. Much has been said and written about staff development and inservice education. Various theories have been espoused, diverse programs of orientation have been suggested, and many different activities have been tried. The best of them are unquestionably valuable, and there could be latent virtues in those that have not yet delivered a high yield. To argue, however, that one mode is clearly superior to every other, is to distort reality. One great value of Teacher Corps and the Teacher Centers Program is that they are providing grounds to continue exploring the best and most useful ways to deliver both training and retraining.

Evidence already shows that training and retraining cannot be successfully done by a single institution, be it university or school. Both have new and old roles to play in preparing teachers for the future. To those two institutions, add a third as a partner—the community. It provides a rich and fertile ground to test assumptions about the form and substance of appropriate education personnel development.

That brings us full circle. If we know what a teacher needs today and are able to provide for the continual development of mastery over time, then we will be ready to deal with the larger question asked by Bundy: "What will it mean to be an educated person in tomorrow's world?"

How do we make the transition from looking at our toes to looking at the horizon? The beacons that I see on the horizon are, with slight modifications and additions, the emerging realities described by Bundy: interdependence, collaboration, sharing, long-term responsibility, smallness, wholeness, system thinking, evolving consciousness, temporariness, acceptance of differences, and adaptation. It becomes our challenge to design both the process and the substance of all training and retraining for education personnel not only to be aware and understand those realities but also to accept them and practice them and foster their attainment.

Bundy is correct when he says that to become prepared to deal with the future we must ask the ontological question, "Who am I?" He argues that the subquestions, "Where did I come from?", "Why am I here?" and "Where am I going?" are also of importance. I agree with the ontological question, "Who am I?" but for me the subquestions are, What are my beliefs? and Where do I want to go? The difference in

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these subquestions may appear to be subtle, but in that difference is the matter of controlling one's destiny.

We in the profession have long looked to others to provide the leadership in our society. Ours was a contentment with a tradition of simply mirroring society. Conditions are changing so rapidly that this no longer is acceptable. But with a change in attitude come problems—for those of us who choose to lead—of a magnitude unimagined in the past. They will be necessary to face but extremely difficult to solve. If we do expect to lead, then we have to accept the responsibility of dealing with who we are. Perhaps the poem "Invictus" best describes what we must face in answering that basic question.

Out of the night that covers me,
Black as the Pit from pole to pole,
I thank whatever gods may be
For my unconquerable soul.

In the fell clutch of circumstance
I have not winced nor cried aloud.
Under the bludgeonings of chance
My head is bloody, but unbowed.

Beneath this place of wrath and tears
Looms but the horror of the shade,
And yet the menase of the years
Finds, and shall find me, unafraid.

It matters not how strait the gate,
How charged with punishments the scroll,
I am the master of my fate:
I am the captain of my soul.

—William Ernest Henley[1]

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[1] As quoted in Max Eastman, ***Environment of poetry with anthology for enjoyment of poetry***, one-volume edition (New York: Charles Scribner's Sons, 1951), p. 295.

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Images

William H. Drummond

When I was invited to write this paper, I asked the voice on the other end of the phone what I should write about. The voice replied, "Why don't you write about what you're engaged in right now?"

I replied almost immediately, "I'll talk about images."

"Images?" the voice responded.

"Images," I affirmed. "You see, I've been working in the Florida Department of Education this fall on a project on technical assistance, trying to see what structures and norms need to be changed if colleges of education are to provide helpful technical assistance to schools, school districts, and the Department. I have been visiting colleges of education and will be visiting selected school districts and other organizations and people—almost anyone willing to talk and listen. So far, I have been fascinated by the images people apparently have in their minds of teaching, teacher education, public schools, teacher organizations, parents, and politicians. Images," I said, "seem to control how people approach or avoid other people. So I would like to talk about images."

My paper is divided into four parts: Part 1 is an introduction. In Part 2, I share some of our thinking in Florida about technical assistance. In Part 3, I try to help you create some images or metaphors about colleges of education. In Part 4, I share some concerns I have about the teaching profession.

I have three other items to share by way of introduction.

In late summer when I first went to Tallahassee to meet with those who had arranged for my contract with the Department, we discussed all of the programs and activities that needed to be coordinated by the Department in 1979-80. They were listed on newsprint and eventually put in order of priority as a means of deciding what we as an office team would focus our attention on and what we might encourage others to monitor.

After we had spent all day on that, I was asked if I had brought any agenda items with me, for the idea of bringing a professor on board was to open the Department to ideas from another part of the system. To their surprise I said yes and proceeded to outline two personal causes or dreams:

1. To reestablish the neighborhood school for grades K-3 and make it a family-oriented school in which family and early childhood services are combined so that we can discontinue having little children take the brunt of the effects of a segregated society
2. To restore the small high school in Florida so that teenagers are no longer anonymous on the school campus.

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After a few questions and a brief discussion, I was stopped short by one of my new colleagues. "That's well and good, Dr. Drummond," he said, "but it's pie in the sky. We're engaged and involved with the legislature on a day-to-day basis. If we presented what you've just said to Senator X or Representative Y, he or she would just smile and ask, 'Which college professor have you been talking to?' Look," he continued, "we've had a number of studies done about the future. They're good studies. They've developed interesting scenarios. But our problem is this: We can't get from the scenarios to a day-to-day plan for working with the legislature. Can you help us do that? Can you help us put your ideas into practice by helping us with steps 1 and 2? We already know about steps 14 and 15."

My reply was, "No, I probably can't help. I don't know what to do. But I'm going to try to learn."

The second item I want to share is more theoretical. Those who have studied creative acts say that invention usually is preceded by the realization of some need or problem. In moving from need or problem to invention, the inventor usually has to develop some in-depth understanding of the difficulty or circumstance being confronted. As an inventor attempts to see his or her way to a new set of possibilities, it is often helpful for the inventor to work with images, feelings, and metaphors, to play with reality, if you will, or more accurately, to play with unusual abstractions of reality. In the process the inventor moves from image and metaphor to language, with the invention seeming to emerge by itself as the inventor changes his or her consciousness about the problem or circumstance. Although the image that eventually leads to the invention may appear suddenly as a gestalt, inventors report in retrospect that they and images changed together. It seems fair to conclude that in periods of rapid social and technological change, images often control our language, and language, our concepts.

The third item I want to share is a story my major professor at Stanford used to tell about stereotypes. He contrasted the Germans, the English, and the French thus: The Germans do only those things that are permitted; the English do only those things that are not prohibited; the French do only those things that are prohibited. Some colleges, some state agencies, some schools, some local and state teacher organizations are "German"—they do only those things that are permitted by the larger organization. Others are "English"—they do only those things that are not prohibited. How you view the role of government in human affairs makes a difference in the way you promote legislative programs and the way you respond to them. It makes a difference in whether you see omissions in the law as good or bad.

The Florida Technical Assistance Project

As I indicated earlier, I am working on a state-funded project to study and pilot test whether it is feasible for colleges of education and public schools to provide technical assistance to one another.

The context from which the project started was the realization that the problems found in public schools—as evidenced by achievement test scores and school audits—were many and varied; that the Department of Education did not have and could not get sufficient professional staff to provide the necessary outside help for the many schools in the state; and that colleges of education had expertise that could be helpful.

Florida has state-supported teacher education centers, that is, school-and-college operated centers responsible for inservice education and preservice field-based training. By law all school districts (those are counties in Florida) had to have or be affiliated with a teacher education center by 1979. If you asked Florida teachers or professors who have been involved in one of the established centers, you would hear that teacher education centers seem to be doing a good job. The state provides to the district five dollars per full-time equivalent in categorical funding for inservice education. In addition, approximately two million dollars has been made available this year to teacher education centers to contract for services from Florida's public and private universities. The contracts for higher education services are cleared through the state agency to assure that the funds are used to support district-wide inservice plans.

The money that is provided to colleges of education from those contracts is negotiated annually between the teacher education centers and the colleges of education. The colleges do not know before the negotiations begin who will ask for what services, and in what amounts. From the colleges' point of view, it is a buyer's market. Requests from teacher education centers usually name the people they want from the college and ask for *x* hours of non-credit-producing inservice education. Almost all requests are for short-term (one year or less) courses or workshops. I think I can say the following without too much argument:

1. The schools and the school districts have problems.
2. The colleges of education have problems.
3. The Department of Education has problems.
4. Technical assistance has usually been defined as the provision of expert advice or assistance to a client system that does not have the necessary expertise or knowledge.
5. Because historically they have been enticed and flattered into using the expert-to-client strategy, college professors have serious entry problems in working in schools. (Many continue to use the expert-to-client strategy even when they know that the schools are using newer ideas and materials than are found on the college campus.)
6. The rewards and incentives found in the university culture do not provide support for college of education faculty involvement in school problem solving.

I will not run down the whole set of constraints on Florida colleges and schools as they try to work together on long-term developmental projects. The constraints are pretty much the same across the country. But let me share how I currently define technical assistance:

> Technical assistance is developmental assistance that is shared from one organization to another and is situation or site specific. It includes but is not limited to the following:
>
> 1. in-depth study of specific sites or situations
> 2. sharing information and knowledge
> 3. sharing and learning problem-solving and evaluation strategies and skills

4. inventing technology on the spot appropriate to the setting or situation
5. holding jointly staffed organizational (case study) seminars.

School improvement efforts usually require an extended period of time—time to work through problem solving and live with the effects of it.

Research on school change indicates that school improvement efforts usually require an extended period of time—time to work through problem solving and live with the effects of it. Developmental assistance, therefore, should be viewed as a two- to five-year interorganizational, collaborative commitment and undertaking. In the way that teacher education centers are currently funded, it is difficult to use center resources to provide technical assistance as I have defined it.

Keeping to my subject of images or metaphors, the metaphor I use for technical assistance is courtship and marriage.[1] Schools and colleges need each other to create or produce new teachers. It is possible to raise new offspring in single-parent families. It is possible to conceive and reproduce by budding (as Willard Waller accused teachers of doing in his classic book, ***Sociology of Teaching,*** published in 1932). But those approaches lack the fun and excitement, the problems and adjustments of marriage, which emerge as courtship develops and which become powerful and clear after commitments are made publicly and the partners begin to share responsibility for their common endeavors.

Using the courtship-and-marriage metaphor and the older, more traditional views of male and female roles in marriage, I think of teachers and their organizations before collective bargaining as feminine—that is, wary of becoming engaged for fear of being used or violated without long-range protections or commitments. Today in Florida the colleges of education have that role; they are wary of becoming seen as members of the oldest profession, as their services are purchased for short periods without long-range protections or commitments.

Good modern marriages are between equals, and our language and our concepts about marriage, or teacher education for that matter, need to reflect both equality and mutual respect.

Creating Images and Metaphors

Some time ago I was asked to write a chapter in a book about the emerging role of the state department of education. I began by saying that sometimes it is good to look at organizations by thinking about them as animals and that when I think about a state department of education, I think of a whale. A whale is a large animal, relatively harmless and peaceful, that swims almost everywhere in the ocean. It devours and lives on little things, mostly plankton and small fish, consuming vast quantities.

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[1] Thanks to Rex Toothman of the University of South Florida for the metaphor.

Whales apparently are fairly intelligent and good-natured; they may indeed have a language all their own. Occasionally they swim together, and when they do, you can see them spout, often from miles away. It is best not to try to beach whales—they make an awful stench.

Let us create some metaphors for colleges of education. Think about the colleges of education you know from first-hand experience. What animal characterizes them?

Here are some possibilities, gleaned from knowledgeable people:

- a giraffe—it is tall, aloof, elegant; it eats leaves that other animals cannot reach; it enjoys the sun; it head is in the trees; it runs gracefully; it does not set its own directions; it finds it difficult to get down to ground level.
- an ostrich—it runs in all directions; it kicks strenuously when you try to get it to go in one direction; unlike other birds, it does not fly; it has its head in the sand.
- a monkey—it makes a great deal of noise; it swings overhead in the trees; it is rarely on the ground; it is a great imitator; it is in the middle of everything; it is happy-go-lucky, unaware of reality.

Now think about what colleges of education are going to look like in 1990. What is an appropriate metaphor? This time let it be any object or any process.

Some possibilities here, again gleaned from knowledgeable people:

- a dolphin—it can see its way clearly to a target using sonar; it is intelligent and can learn to communicate with other species even though it has a language all its own; it travels in schools; it appears to be gentle but can be tough when pushed too far; it lives in two worlds (sea and air) and needs both to survive.
- an ant colony—it harbors all kinds of activity; it is industrious; it is cooperative; it does many small projects rather than a few large ones.

One of the interesting things that happens when you change roles or jobs is that you discover how different things seem to be from another perspective, also how differently people see other people. When I am introduced as a member of the Department of Education, I am seen somewhat differently than when I am introduced as a professor from the University of Florida. I wonder sometimes, borrowing from Burton Blatt, why people have to be introduced as anybody at all.[2] Is it because we wish to filter or judge what they say before they say it? Is it because we "know" from experience that a person who is a longshoreman or just a parent has nothing to say? Is it because wisdom or character or humor or decency or caring is limited to those with degrees or pedigrees? Are our images of reality shortcuts to knowing the world and others in it, or are they anchors preventing a new and better world?

Recently I attended a statewide conference for school principals. I heard statements from the speaker's platform that—

1. blamed the colleges of education for all the poor achievement test scores.
2. blamed the teacher organizations for encouraging teachers to be lazy and uncooperative.
3. blamed the state departments of education for not policing the profession.
4. blamed the superintendents for not developing management teams.

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As I left the meeting I was angry and disturbed; I felt that they were talking about me, and they had not even tried to get acquainted. They seemed to have an image of me, an image which I could not do anything about, an image that was not based on anything I had done or not done. When that happens to me, I react in anger because I do not have adequate ego strength to dismiss it. I was raised with guilt, with the idea that I could do more if I tried, and as a consequence I have learned to resent people laying a burden of guilt on me when I think I am working as hard as I can. I felt they were trying to deliver a guilt message to me through the hate images they were sharing with one another.

Would it be possible for us who are in the profession of teaching, whether we are teachers, administrators, or whoever, to develop positive images of one another? Can we focus on the best and most wholesome of our characteristics? Using Blatt's language,[3] can we be magnanimous in our images of one another?

Image Building

> ***I am convinced that barring another war, during the next 10 years, teaching will either make it as a profession or lose a golden opportunity that may not occur again.***

I have been talking about images because as I explained earlier, images precede language and language precedes concepts.

As I become better acquainted with what is going on in teacher education in America, I am convinced that barring another war, during the next 10 years, teaching will either make it as a profession or lose a golden opportunity that may not occur again. I am not pessimistic; neither am I optimistic.

I first joined a state education agency staff in 1966. At that time state departments of education were considered weak, unimportant, and generally a waste of time. Coming from a college of education, I felt out of place and uncomfortable. But the people in the agency in Washington state were open and understanding and fairly accepting. I was dismayed somewhat when I first attended a meeting of the National Association of State Directors of Teacher Education and Certification, primarily because conversations focused on the mechanics of certification rather than on the problems of state leadership in teacher education. In my mind there is a difference between administration and leadership.

> ***Plenty of energy is being devoted to governance and jurisdiction. What I do not see is image building—images of better teachers, better schools, better colleges, better state departments of education.***

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[3] See Footnote 2.

Things have changed. Today you will find a number of state leaders who are also directors of teacher education in their state. It is clear, 13 years later, that states do have power, and can use that power if they choose, to change professional practice. It is also true that the use of coercive power creates coercive resistance. Many people, some in the profession, look to state government to establish professional requirements and standards; some apparently believe that certificates can control professional practice after the teacher closes the classroom door. I am one of those who believe that the profession should establish standards and the state should administer them. *I* agree, generally, with the American Association of Colleges for Teacher Education's Bicentennial Commission study, ***Educating as a Profession***, but as I visit states it seems to me that there is a lack of consensus among professionals on what teaching and teacher preparation should become. Plenty of energy is being devoted to governance and jurisdiction, even to designing and redesigning preparation programs. What I do not see is image building—images of better teachers, better schools, better colleges, better state departments of education. I do not see images growing out of joint study and debate by all the stakeholders because leaders are not bringing/inviting the stakeholders together to develop new inventions, new ideas, out of the problems and concerns that all seem to share. Should the state department of education look to the legislature for leadership and direction? Should the legislative staff look to the state department for leadership and direction? On some matters, yes; on the design and direction of teacher development, no. In my opinion, both the state department and the legislature should look to the profession for direction in professional personnel development.

One final item: In the July-August 1979 issue of the ***Harvard Business Review***, there is an article by Robert Guest entitled "Quality of Work Life—Learning from Tarrytown." Schools, colleges, and state departments of education are places where much work is done. Concern for the quality of life at the work site is a key issue in American education. We can learn much by focusing our attention on the quality of our living while we are at work—the quality of living of our students, our colleagues, our superordinates, ourselves.

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Staff Development as a Means of Improving Schools

Floretta D. McKenzie

Some of you have been to Washington and are aware that we have a very modern subway system. When it opened, the company placed a number of guides on the platforms to help people like me figure out how to use it. A woman who wanted to go to an outlying part of the city asked a guide how to get there. The subway was not running to many places at that time. The guide conferred with another guide for a while and finally indicated to the woman that there just was not any way for her to get from there to where she wanted to go. In the search for accessible routes to educational reform, educators have frequently been confronted with the same response. Given some of the dead ends we have run into over the years, it is understandable that some of us have become a bit skeptical about whether it is indeed possible to get from here to there. As a newcomer to federal service, I have arrived at a most opportune moment. With a new department and secretary education has a voice in the highest councils of government.[1] With the new Office of School Improvement there are new opportunities to bring together related programs and personnel that have been treated in the past as disparate entities. Both of those changes will provide new improved tools for the achievement of effective staff development. I anticipate new working relationships, new resources, new processes, and new substance.

> ***With the passage of civil rights legislation, we were expected to know what one factor or combination of factors worked with white middle class youngsters, what influenced learning for the poor, for Blacks, for Hispanics, for Native Americans.***

However, although administrative changes can make other changes possible, a different administrative arrangement will not bring about the partnerships needed to train teachers more effectively, nor make it possible for school personnel to serve their communities more effectively. The spadework for those changes was done over the past two decades. We had a lot of trial and error and turmoil during those years. We are now in a position to profit from the experiences, painful as they were. Much energy and noise went into trying to determine what makes a difference in educating young people. Well before there was a concern for minorities, the schools and especially teacher education were dissected, studied, scrutinized, ridiculed,

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[1] The paper was presented in 1979, before inauguration of the U.S. Education Department, but it has been edited to reflect 1980 administrative structures.

Govt Responsibility

bickered over, and targeted for failing to produce scientists and linguists comparable to those produced by the Soviet Union. Then, with the passage of civil rights legislation, we were expected to know what one factor or combination of factors worked with white middle class youngsters, what influenced learning for the poor, for Blacks, for Hispanics, for Native Americans. Next came the studies: James S. Coleman's ***Equality of Educational Opportunity*** and ***Christopher Jencks's Inequality: A Reassessment of the Effect of Family and Schooling in America.*** They shook the foundations of our belief in education as a cure-all for social ills.They said, in effect, Don't look to the school system to map the way out of dissatisfaction or poverty or menial unskilled jobs; the shackles of socioeconomic status are stronger than reliance on education for pie-in-the-sky rewards. They said, in short, that schools do not make a difference and teachers do not make a difference. Unfortunately many educators said "Amen" to those expressions of eroding confidence in schools. For instance, it is not uncommon to hear urban educators cite the controversial Jencks and Coleman studies as justifications for the low test performance of urban and minority students.

However, just as no reasonable mind can fail to recognize the inequities of the past, we cannot afford to overlook the trend toward correcting former and lingering injustices. As sociologist Seymour Lipsett has observed, the considerable advances of younger and better-educated Blacks did not happen as a result of the natural operation of sociological and economic factors. Schooling coupled with political action must take credit for those advancements.

But it remains true that for any group of Americans, education does not guarantee success, just as humble origins do not preclude it. Schools can make a difference, but there is little evidence that enough schools are doing so or that school personnel are being trained to do so or that the majority of teacher trainers are training teachers to do so. Schools can make a difference only if teachers can make a difference. I am not certain that deficiencies stem from pure prejudice. I think they stem from misinformation and fear, and training and development can do a great deal about those problems. Most enlightened educators would argue that the melting-pot concept of American society is long dead. No longer do we try to mold all children into a romanticized typical American, with every little girl patterned after Farrah Fawcett and every little boy acting like O. J. Simpson. We may not call it the melting-pot concept anymore, but a variation of it is well alive. Perhaps we no longer say, If you cannot assimilate, go back where you came from. But too often we make it clear, If you cannot adjust to the schools, go back to the streets or the ghetto or the hovel that you came from. Then we become conscience stricken and develop programs for out-of-school youths and unemployed teenagers. But the damage has been done. Instead of trying to make over urban and minority students into stereotypical Americans, teachers need to recognize that those students are Americans to start with, although a little different.

Minority teachers are not impervious to the prescriptions of the melting-pot theory or the claims of Jencks and Coleman. We too have been known to cite those studies and argue that schools do not make a difference.

I hope we will one day see preservice, inservice, and continuing education as one continuous process.

Much of a teacher's attitude is formed by teachers of teachers, many of whom have not been in a classroom for years. That is why I refuse to make a neat distinction between preservice training, inservice training, and continuing education. I hope we will one day see those three phases as one continuous process with all parties playing complementary roles. It sometimes seems that we make distinctions to accommodate our administrative establishment. We design a form and try to fit the function to it. Perhaps we should draw on the dictum popularized by architects and let form follow function. We would probably get a better-designed product. It does appear that we are moving in that direction. If so, all of the money and human resources spent over the past 20 years may not have been squandered. Those years have given us a rich body of information on which to draw. For example, many educators today are not wedded to a content and method of instruction geared exclusively to cognitive learning. Many teachers and administrators no longer get caught up in a whole complex of phobias when asked to look at other approaches. To them a young person's emotional development is just as important as his or her intellectual development. They understand that a person's reaction to any situation depends on a complex interaction of feeling and knowledge.

But such personnel in our schools, our public schools in particular, are not in a majority. Most teachers and curriculum developers search for relevant content but are still for the most part unable to make contact with students as human beings, especially students with cultural differences. We know that a student's feelings and needs and concerns are a relevant part of the curriculum. Not only are they relevant; they are essential bridges to the student's intellectual development. But we still do not know how to weave them into a curriculum. I am not denying that we need more effective materials and more effective personnel to teach skills. I am saying that if educators can discover the feelings and concerns that turn children on emotionally, they can engage youngsters from any background more effectively. And it is not sufficient to use students' concerns as a point of departure for hooking poor and minority children on traditional content. Those concerns can become legitimate content in their own right.

Such notions cannot be considered innovative any longer. Many educators have been working at them for a long time. They come from experimentation conducted over the past two decades, but for the most part they have not been worked in to teacher training programs in any meaningful way. Much of the past research and many of the innovations have been disappointments; efforts at piecemeal innovation are bound to be. Many of the innovations appeared successful for a limited period of time, yet in the end the scales seemed weighted in favor of tradition. We did not have the necessary mechanisms for disseminating what was valid or institutionalizing what was successful. We simply did not know how to get from here to there.

The Teacher Corps and the Teacher Centers Program, perhaps especially Teacher Corps, show promise of providing those much needed mechanisms. Both programs represent processes for validating research and delivering products. Both are developing the new improved tools for staff development that I mentioned earlier—new partnerships and working relationships among school systems, state agencies, training institutions, professional teacher organizations, and the community.

Both programs are probably even influencing schools in which they have had no direct input. For example: At one time inservice education meant two or three meetings a month held at four o'clock in the afternoon for a group of people who were physically and mentally exhausted, who had been contending with a classroom full of youngsters for about six hours. That still might be the practice in a number of schools, but there probably is not a school in the country in which the practice is not attacked and frowned on. School personnel may not always be able to achieve a change, but thanks to local programs that have changed, state programs that have helped local school systems, Teacher Corps, and the Teacher Centers Program, school personnel do know better.

My perception is that Teacher Corps and the Teacher Centers Program will continue to provide support to states and local school systems in the delivery of inservice education to teachers. Although they have different governance structures and different delivery systems, they are both extremely valuable to the improvement of schools. What is discovered and developed and demonstrated within these very critical inservice programs can be replicated at the state and local levels.

An intensive evaluation of the impact of Teacher Corps is well under way. I have proposed that the Teacher Centers Program be subjected to a similar evaluation so that we can have a hard look at that delivery mode.

There can be no backing away from a federal commitment to staff development because in some instances we may be the only hope for delivering quality training to the people who are most in need. I strongly support and encourage an expansion of the federal role in supporting staff development at the state and local levels.

Within the Office of School Improvement staff development has, next to Basic Skills, the highest priority. I feel very strong about staff development because I know only too well that as local and state education agencies are experiencing financial crunches, the part of an organization that is usually pared down is staff development. I believe that one of the most meaningful solutions to the so-called crisis in confidence or the declining achievement rate, is improving inservice education for those who deliver education to young people. There can be no backing away from a federal commitment to staff development because in some instances we may be the only hope for delivering quality training to the people who are most in need. I strongly support and encourage an expansion of the federal role in supporting staff development at the state and local levels. If anything will help us achieve the goal of school improvement, it is dealing with this very critical area.

As someone coming from a state agency and local school systems, I know that education personnel at all levels are heartened by the achievements of the past two decades. Most agencies can now look forward to a team approach that involves not only professional educators but communities and in some instances students as well. They can look forward to models geared to the individual needs of community and personnel.

Those developments are particularly energizing for us in the Office of School Improvement. As you know, both Teacher Corps and the Teacher Centers Program were in the original bureau structure. (Teacher Corps remains. The Teacher Centers Program is now in the Office of Elementary and Secondary Education.) Along with the smaller Community Schools Program, they were what I called process programs. They lived with 21 substance programs that I hope will contribute greatly to the content side of teacher education. Some are already doing so—Consumer Education, Metric Education, Basic Skills, and Environmental Education, to name a few. In all the Office's programs I see the federal government providing money for development and demonstration. We have no service programs in the Office, such as Title I, that require long years of support (perhaps a reason why the Teacher Centers Program has been moved to the Office of Elementary and Secondary Education). We can contribute to the effectiveness of Title I projects, but we are basically in the business of encouraging cooperation and collaboration, and we are trying to exemplify the cooperation and collaboration which we talk about.

I hope the Teacher Corps and the Teacher Centers Program will continue to work together just as the other programs work with them. I see the programs becoming even more effective through cooperation and greater understanding of one another so that they can indeed actualize a very creative partnership that will serve to the advantage of the total education community.

We are already moving in that direction. The directors of Teacher Corps and the Teacher Centers Program have developed for our internal purposes a memorandum of understanding describing collaborative activities in which they will engage. Such collaboration can provide a very positive forum for the future and help establish the kind of relationship that will strengthen the individual programs and provide us with a united face to deal with the education community, particularly with institutions of higher education and the Congress, and also with the associations and others who are very interested in the direction of Teacher Corps and the Teacher Centers Program.

In line with developing cooperative efforts, plans are on the drawing board to encourage joint application to two, three, or more programs. That is, a Teacher Corps project might apply for Metric Education money, or a teacher center might apply for a Basic Skills grant. The Office of School Improvement is responsible for the implementation of the joint-application process within the Education Department. The small amount of money in some of our programs can be much better spent in combination rather than singularly. The programs within the Office range from a funding level of $37 million in Basic Skills to $1 million in Law-Related Education, $30 million in Teacher Corps to nothing in Citizen's Education. So we fund projects and we promote some initiatives to provide technical assistance to local school systems and states that are trying to do something in these areas.

To take cooperation and collaboration a little further, Public Law 95-561 authorizes the development of state plans for coordination of federal and state funds for preservice and inservice training activities. It requires broad-based state advisory councils with representation from all concerned parties. States already involved in such activities will probably have little difficulty developing an acceptable state plan. Some states' present plan may prove acceptable.

I have tried to offer some of my thoughts on staff development as a means of improving schools. There are, as you can see, a number of activities under way in the federal government addressed to school improvement through staff development. We have the talent and the know-how—if we all work together—to be unlike the woman in my opening paragraph. We are not lost. We *can* get from here to there, maybe even by the most direct route.

7

A Picture of Inservice Education

For its Fourth Annual National Workshop the National Council of States on Inservice Education (NCSIE) invited educators of every stripe and from all types of organizations interested in continuing education to submit proposals for presentations on one or more of eight topics in inservice education: ongoing needs assessment systems; evaluation/impact assessment; model or exemplary plans at the local, intermediate, or state level; innovative delivery systems for specific client groups; collaborative decision-making systems; strategies and models for institutionalization; increasing impact of local programs through coordinated approaches to resource utilization; and research. From the proposals submitted, an NCSIE panel selected about one-third to be prepared and delivered in 120 separate programs. Later, the papers were submitted in written form. This chapter is a review of and commentary of those papers. A list of their authors and titles appears in Appendix A. Addresses of authors are in Appendix B.

There is no assumption that the authors of the papers are representative of everyone in the country who is involved in inservice education; the authors were volunteers. The papers do come from 35 of the 50 states plus the District of Columbia and Canada. They report on all kinds of groups involved in inservice education, that is, Teacher Corps, teacher centers, school districts, intermediate units, institutions of higher education, state departments of education, teacher organizations, professional societies, communities, and private agencies. They describe plans, programs, research, and other ideas for teachers, administrators, counselors, teacher center staff, college-based inservice educators, parents and other education personnel. Many points of view and several definitions of inservice education are represented. Despite that diversity most plans, programs, and ideas are directed at teachers and focus on teachers' professional development.

The papers may not be scientifically representative of inservice education across the country, but they do provide about as good a depiction of what is going on in inservice education as is available. The NCSIE includes 49 states plus the District of Columbia in its membership. Invitations to submit proposals for the Workshop were extended in all member states, and it is reasonable to assume that the state education agencies encouraged people to submit who represented what was going on in their state.

Two kinds of reports on the papers were made. One is a set of general statements about the content of the papers, supported by references to particular authors. This approach is designed to enable the reader both to grasp the overall flavor of papers and to find out what each paper is about. Some authors are cited more than once; the repetition is to support different generalizations. A second set of general statements is comments and observations about the composite content of the papers, about the participants, and about the institutions that they describe and explain. Both sets of statements are buttressed by a matrix that presents data described in the narrative but puts them in a perspective not possible in a literal description. The matrix, which appears at the end of this chapter, also presents data on the clinics conducted at the conference. The clinics, however, are not included in the narrative. Titles of the clinics appear in Appendix A under the names of their respective leaders. Addresses of clinic leaders appear in Appendix B.

The Content of Papers

1. ***Almost all the papers describing inservice education program ideas, theoretical or operational, are concerned with more than one of the eight NSCIE Workshop topics.*** Most of the papers encompassing more than two topics are reports of operational programs. The theoretical pieces, idea papers, and research studies tend to focus on one or two topics. They are reported here. Other papers are reported under other generalizations.

Bellizzi and Lukas make a philosophical case for humanistic education, their rationale being the basis of their statewide teachers' center in Connecticut. Karst reviews the plight of inservice education and concludes that more fundamental than inservice education are organizational concerns, particularly the problem of the individual coping with the school as an organization. Warnat develops arguments for giving greater attention to adult learning, with a focus on midlife (35-60 years of age). She, and Rothberg in a separate paper, make suggestions based on the theories of Douglas McGregor, Abraham Maslow, and Frederick Hertzberg. Watts describes stages of teacher competence and draws implications for inservice education. The value of these five papers is that they begin to develop theoretical and philosophical bases for continuing education, and they identify several factors that are often not considered in developing inservice programs, that is, humane principles, organization theory, stages of life, adult motivation for learning, and phases of professional competence.

Among the idea papers Anglin and Myers describe their rationale for citizen involvement in community councils (Teacher Corps). Wenzel and Hammes write about a similar program in the Berlin—University of Wisconsin-Oshkosh project. Fine describes a proposed program of staff development at Millis Middle School in Massachusetts that deals primarily with children's problem behavior. Teachers would discuss possible behavior-change strategies based on their experience and then brainstorm criteria for fostering open, constructive communication. She uses the term "classroom management," but the program is obviously much more than that. Moore and Hobar are interested in institutionalizing the state plan for inservice education in West Virginia. To foster understanding of the process of institutionalizing, they have carefully developed materials for directed discussion. Williams describes a competency-based teacher education program and assesses what supervising teachers learn from working with teachers in training. What these five papers have in common is that they draw attention to aspects of inservice education that are often ignored or neglected, namely, effective citizen involvement; teachers sharing experience, becoming more effective in communication, and recognizing the potential of constructive communication; careful planning to ensure that innovations get adopted and become part of the system; and the learning benefits for teachers that come from teaching others to teach.

Most research papers are on a single topic. Carey reports a study in which she compared the perceived and the actual needs of teachers. Her conclusion: "It appears to be invalid to prioritize instructional needs solely on perception data." Bell and Barrett focus on an inservice approach to helping teachers deal with disruptive students. The evaluation (research) of this demonstration project is refreshingly candid; that is a practice to emulate. In addition to reporting positive ***and negative*** results, the project directors identify seven lessons learned. Davis surveyed state departments of education to discover what approaches to needs assessment they were using to determine the training needs of personnel educating the handicapped; she also surveyed the nine national education associations that belong to the Consortium on Inservice Education. Respondents to both surveys identified the same four approaches: existing records, surveys, collecting opinion, and observation and interaction. Hall reports a study of principals' and superintendents' perceptions of the quality of approved inservice credit (a phrase used to describe practical rather than theoretical study—not college/university courses). He found administrators largely positive about the influence of approved inservice work on teacher competence.

Kosower studied how teachers develop ownership of staff development processes. She was able to validate 7 of 10 original assumptions but indicates that more research is necessary on the relationship between the administrator's role and the extent of ownership. Little reports a study of school board members' opinions about inservice education, a study she conducted at the April 1979 convention of the National School Boards Association. The 200-plus respondents represented geographical regions of the U.S. and various school sizes, but they were not randomly selected. On some items school board members' opinions contrasted sharply with educators'; for example, 79% of the school board members felt that the people at present responsible for inservice education should continue to have the responsibility. McDonald describes the stages which teacher specialists (advisors) go through in training to become specialists. His research is designed to identify and track changes and establish causes and consequences.

Schere describes an inservice training program for preschool personnel in early identification and intervention procedures. He outlines 23 competencies of the program that are organized into six elements basic to diagnostic-prescriptive teaching procedures. Outcomes of the program are measured (researched) by participants and field supervisors. Two other studies related to the training program are included, one to identify normal, questionable, and abnormal preschoolers and analyze children found to be "at risk," and a second to explore attitudes of preschool personnel toward mainstreaming. Stulac and others present the final report of an experimental study of 56 beginning special education teachers in two metropolitan Atlanta school districts. They discovered that a knowledge of assessment ratings on competencies did not affect ratings received on a second assessment six months later, but that workshops seemed to make a significant difference in the ratings of teachers in the experimental group.

2. ***There is great diversity in the topics and types of programs under way in the cause of inservice education. Some of these programs are in operation; others are proposals.*** Armiger proposes a Teacher-to-Teacher Center and a resource bank of "teacher trainers" using practicing elementary, secondary, and higher education teachers in New Jersey. The program, developed by

the professional development committee of the New Jersey Education Association, would match needs to services and create a state network through which teachers could share methods, materials, and other information. Bell and Barrett (also see earlier reference) report successes and problems in Pennsylvania with a model training program for over a hundred teachers to deal with disruptive and delinquent youth. Results at school sites subsequent to the inservice training are related. Bellizzi and Lukas (also see earlier reference) write about Connecticut's statewide teachers' center that provides training in humanistic education to meet teachers' personal and professional needs. The structure for reaching teachers includes Teacher Support Teams, Teacher Collegial Groups, and Area Coordinators. Dobson and Dobson also give their attention to humanistic concerns in staff development. They present two instruments, an inventory of educational beliefs and an inventory of educational practice. Data gathered with those instruments serve as tools for dialogue and self-assessment rather than as a technique for evaluation. Birenbaum writes about a workshop that she devised and conducted in Baltimore for elementary school teachers to help develop the technical and conceptual skills to effectively integrate the disabled child into the regular classroom. The workshop, spanning 10 weeks, focused on developing instructional materials, acquiring skill in differential assessment, and transforming attitudes regarding the desirability of mainstreaming. Boze describes an unusual teacher center activity—offering training in the techniques of supervision to teachers working with student teachers.

Three papers deal with inservice education as it affects college-level inservice educators and schools of education. Collier and Elmes discuss "what needs to be done to increase the effectiveness of the teacher educator." They make a case for the need for faculty development and present a needs assessment instrument that checks skill and knowledge level on 56 items and seeks to identify a professor's preferred mode of inservice education. Phillips and Hawthorne take another tack by proposing steps for making a college of education more responsive and receptive to school and practitioner needs. They outline changes needed in attitude, purposes, structure, delivery systems, programs, and research. Sandefur describes how Western Kentucky University works with a consortium of 23 school districts (the Professional Development Center Network of Western Kentucky) that has provided 75 workshops to nearly five thousand participants in a year. The consortium is financed through a one-dollar-per-student contribution of participating school districts. The University provides a director and office space.

Dumais and Wall separately address multicultural education. Dumais' project is funded by Teacher Corps and provides, among other things, inservice training in multicultural education for inner-city teachers in Passaic, New Jersey. Specific steps are spelled out in detail. Wall has compiled an annotated bibliography on multicultural education, including six guides.

Grossman (#2), Murphy, and Behling each present descriptions of inservice education programs for principals. Grossman (#2) in California describes a training program in supervisory skills, making a distinction between them and management skills. He also discusses the training of trainers of principals and includes a needs assessment instrument for ascertaining training needs. Murphy reports an assessment of four Maryland regional inservice education institutes for administrators held in summer 1978 and sponsored by the Maryland Professional Development

Academy (an agency of the state department of education). The model for staff development included seven components: needs assessment, voluntary participation, involvement in planning, time commitment (uninterrupted), participant involvement in follow-up activity, follow-up activity during the subsequent year, and small grants. Follow-up revealed that 84% of participants were using some aspect of the supervision cycle taught. Behling also reports on the Maryland Professional Development Academy (for principals). His paper covers 1978 and 1979 institutes and the follow-up. Follow-up in Allegheny County, Maryland, included activities to extend the training of principals by having them help teachers analyze teaching.

Anglin and Myers (also see earlier reference) are concerned with inservice education for citizens who serve on community councils (a Teachers Corps project). They describe the basis for involvement in community councils, a bit of history on lay councils, and details of membership functions, and selection/election. Stulac and others (also see earlier reference) report on inservice training for beginning special education teachers. McSwain proposes a teacher center activity (Albemarle, N.C.) to help with stress management. McDonald and Stevenson, in separate papers, deal with different dimensions of training teacher specialists for the New York City Teacher Center Consortium. Research is McDonald's interest (see earlier reference). Stevenson describes the program and training of staff for the Consortium, including its curriculum services, afternoon workshops, and individualized professional development.

Oja reports research done at the University of Minnesota and the University of New Hampshire—Portsmouth Junior High School on inservice training in conceptual, moral, and personal development. The project used teacher-developed mini-units on deliberate psychological education. Harris describes a school-based inservice education and staff development program at a Baltimore high school. This title IV-C program includes midday mini-courses, Saturday seminars, and a resource center. Rosner describes Irving Sigel's distancing model of teaching and the inservice training of teachers (based on self-assessment) in distancing strategies. "Distancing refers to the separation or level of distinction between a symbol (or representation) and its referent (an object, event, emotional state, etc.)."

Warnat and Watts (also see earlier references) each present positions on adult learning. Warnat develops a convincing argument for giving greater attention to the uniqueness of adult learning. Her treatment covers both the adult teacher-learner and the inservice educator. Watts is more concerned with the teacher and stages of competence which the teacher goes through. How and by what means the teacher learns is also a focus of Watt's paper.

3. ***There is plenty of good advice available on inservice education, that is, assumptions, critieria, guidelines, essential leadership skills, and recommended processes.***

Alley and James propose a model for staff and program development composed of two subsystems, each with five components: needs, goals, and/or performance objectives, delivery system, implementation, and evaluation. Baden has written a user's guide for evaluating inservice education, with accompanying instruments. He outlines concerns for usefuleness of content, adequacy of the presenters, changed behavior as defined by objectives, durability of behavior change in the classroom, and student change resulting from a teacher's altered behavior. Basile and Johnson lay out a plan for looking at the impact of a systematic approach to designing, implementing, and evaluating inservice education. They make explicit assumptions, objectives, needs assessment procedures, leadership organization, and administrative design related to the state-initiated plan in West Virginia. Their paper includes sample materials, charts, and evaluation forms.

Brooks and Harvey explain the use of the Delphi Technique as an approach to needs assessment. They justify the effectiveness of the technique, describe it step by step, and give two illustrations of its use in Kentucky school districts and the results. In a largely process- and organization-oriented piece, Brown and Rabe describe a plan to establish school improvement teams, college teams, a policy board, and a community council to achieve four Teacher Corps purposes. Bunker describes an actual program with the newly formed Institute of Human Services at Old Dominion University. His purpose is to help Institute members refine goals, improve communications, and focus efforts. Freedman describes a model for the use of the Teacher Education Center (Florida) Needs Assessment Package. She gives attention primarily to teachers but also provides for principals, supervisors, and other administrators. Her scheme is weighted to insure that teachers have the strongest influence in establishing priorities among needs.

Gabrys and Staszkiewicz outline a two-part plant for establishing priorities among goals and determining the relationship between goals and means. Gayles expresses a point of view about evaluating teacher education centers (Florida) and suggests 12 sequential steps and 36 questions that might be used in a questionnaire. Giblin and others present a plan for local curriculum and staff development, making assumptions about procedures and responsibilities explicit. Holly and Blackman explore a conceptual framework for personal-professional growth with teachers. The basis of their paper is Holly's interview study, which was built around five contextual variables: attitude, climate, content, organization, and time.

Johnson describes the procedures, structure, and governance of Eastern Michigan University's plan for involvement with school in staff development. Levy and others present a needs assessment procedure that focuses on the positive goals of participants. Lewellen and Negley propose a model for conducting inservice education, linear in design (10 steps), beginning with needs assessment and ending with evaluation and maintenance. Mangieri and George make a case for an approach to managing communication, decision making, and delivery of collaborative inservice education. The ideas described grew out of two Teacher Corps projects (in Ohio and South Carolina). The paper includes a simulation and directions for conducting it. Rozak offers and explains suggestions for developing inservice education programs at the intermediate school district level; components for organizing and implementing are listed. Shallcross deals with the use of transformational theory as a basis for inservice education; stages identified are formative, normative, integrative, and transformational. There are 75 suggestions for realizing priority objectives. Weldon presents and discusses a process guide developed in the Stockton (California) School District. Wilson presents material for developing inservice education facilitators. She excerpts a handbook entitled ***Developing a Network of Inservice Facilitator Teams in the School Systems of the Hampshire Educational Collaborative.***

4. ***Considerable attention is being given to the management and the organization of inservice education at state, regional, and local levels.*** State plans were required this past year for eligibility for the Elementary and Secondary Education Act (ESEA), Titles IV and V, but most of the programs reported in the papers were not motivated by the federal requirement. Armiger's proposal (also see earlier reference) comes from a state teacher organization. Blair reports a state plan in Wisconsin, probably developed in part because of the Title IV and V requirements, and then describes local implementation in the Kettle Moraine School District. Dambruch and others' report of the Rhode Island Teachers' Professional Development Program (also see earlier reference) describes a state project funded by the U.S. Office of Education and being continued by the new federal Education Department. Flint outlines the Pennsylvania Statewide Inservice Program in Multicultural Teacher Education, funded by the state. Moore and Hobar (also see earlier reference) show that West Virginia is past the planning state; their concern is institutionalizing the state plan. Rauschel outlines the state plan for inservice education in Illinois.

Morelli and others describe in detail the development and existing system of teacher education centers in Florida, including its genesis, rationale, purposes, legislation, scope, financing, and governance. The Florida program is funded by the state at five dollars per student to each school district (county districts) plus monies to higher education to support teacher education center programs.

Schmitthausler and Webster, in separate papers, explain the state program in California. According to Schmitthausler, in addition to eight federally funded teacher centers, there are 16 professional development centers, 6 school resource centers (Grossman #1 describes the work of one in detail), and 20 Writing Project centers—all state funded. There are also three ESEA Title VII bilingual staff development centers and several ESEA Title IV-C staff development centers. Webster reports on the evaluation of the staff development funded by California Assembly Bill 551. This evaluation takes a somewhat different direction than prior evaluations in the state. The three- to five-year evaluation is formative in nature, feeding back data to staff working on inservice activities to improve existing practice. The first phase of the evaluation study prompted the creation of a Staff Development Council within the state department of education, which is at work establishing standards and criteria for staff development.

Roth's subject is a statewide teacher center network in North Dakota. Funding for five centers in their third year of operation, three that opened in January 1980, and two others in the planning stage comes from the Bush Foundation, the North Dakota Education Association, the state department of education, and participating school districts. The program is managed by a statewide policy board and local advisory boards. Seaberg and others describe the development of a management system for inservice education in Oklahoma. The management plan was created to facilitate the completion of a state plan within the specified time frames of Public Law 95-561 (ESEA Titles IV and V).

Setranjiwalla and others explain the process developed in Florida for the evaluation of teacher education centers. The process employs an interactive evaluation approch to discuss three controlling factors: the legal or contractual base, the conceptual or theoretical base, and the practical or client base. Criteria in each category were developed by a broadly representative group of Florida educators.

Walker and others lay out a completely different statewide concept: determining how Teacher Corps and teacher center projects can coordinate technical assistance to clients and how they can identify specific activities for collaboration at the local level.

Regional arrangements in Minnesota were the subject of several papers. Wain and Mansergh describe a state-mandated inservice education program that predates federal attention to inservice education (1976), allowing local school districts to organize, statewide, nine regional Educational Cooperative Service Units (ESCUs) to develop and implement cooperative educational services. Since 1976 these units have bene involved in staff development and inservice education programs. Anderson and Mesenburg explain how the staff development activities under way in Minnesota through the nine ECSUs have been linked with new legislation mandating emphasis on basic skills. Lambert, writing about a particular Minnesota ECSU, describes a capability to work with schools in planning, evaluating, and reporting curriculum objectives.

Basile and Johnson (also see earlier reference) provide a document from the West Virginia Department of Education that gives direction for local designing, implementing, and evaluating of inservice education. Hoover enunciates four factors she believes essential for staff development at the local level: commitment to building-level decision making, the participation of principals, collaboration, and the availability of resources. She stresses the need for more selective spending of funds and staff development during the teacher's work day. Lalley outlines the Lebanon, New Hampshire Staff Development Master Plan and makes clear its relationship to state regulations, including requirements for renewal of certification. Mangieri and George (also see earlier reference) provide help to local sites organizing inservice education by sharing their experience and insights on communication, decision making, and delivery. They also point out principles, criteria, and critical issues based on findings from two completed Teacher Corps projects. Whitfield relates personal experience as a university staff person working on inservice education with several rural districts. He characterizes his experience as a different approach to dealing with collaborative planning and implementing inservice education programs.

5. ***Twelve papers describe operational inservice education programs or parts of programs that follow the ideas of the federal Teacher Centers Program and Teacher Corps or extend such notions.*** Boston describes the Idaho Teacher Center needs assessment process (Professional Development Priorities Process), gives step-by-step suggestions, provides a checklist, and offers directions for resource assessment. Fields and Faggart outline a teacher center approach designed to increase teachers' involvement in their own training. Franzen relates how the Atlanta Area Teacher Education Service facilitated the development of the Atlanta Area Teacher Center. Knopf describes the development of the Atlanta Area Teacher Center's programs, the types of programs, and the expansion from one to three sites.

Goldstein sketches the program of the Educational Exchange Center at Brookdale Community College (Lincroft, N.J.). In its seventh year, the program provides teacher-center-type services, facilities, and resources. Grossman (#1—also see earlier reference) describes one of California's 16 state-funded professional development centers (a type of teacher center). This one is unique among the 16 in that it operates on a training-of-trainers staff development model. It trains school district teams (teachers, administrators, aides, and volunteers) in content areas and in the dynamics of transfer. Center staff are available on a continuing basis over a long period of time for site consultation. Hall and others report on an innovative inservice education delivery system in rural western Montana that incorporates cooperation among higher education, school districts, community institutions, and the Gallatin County Teacher Center. They describe a number of actual programs and give supporting rationale.

Schiffgens shares a success story in which Marycrest College (Iowa), a small, private, liberal arts college, developed a summer inservice education program with four local school districts in the Quad-Cities area. She specifies why the program has worked in the three years since its beginning. Selfridge tells about the beginning of the Teacher Corps project in Lorain, Ohio, a collaborative program developed by the community, Ashland College, and the Lorain City Schools. Solberg outlines one of the services, research, of the Northern Colorado Educational Board of Cooperative Services. The Board provides local education agencies with needed research capabilities and provides institutions of higher education with school sistes for research projects.

Simpson and others report on the organization, program, staffing, and governance of the Wood County Area Teacher Center in Ohio. A unique feature in staffing is assignment of teachers for a semester or a year as teacher center staff. Wepner and others narrate the difficult progress of a Fordham University Teachers Corps project in a slum area of New York City. Parent involvement, curriculum development, and inservice education are so integrated that none stands alone.

6. ***Seven papers deal with very different ideas or schemes of inservice education.*** That suggests that most papers deal with fairly conventional ideas. Gilroy and Occhino relate the develoment of a school-college relationship that began with exploring interest to apply for a teacher center grant and ended with a joint effort of inservice education on Public Law 94-142. Unique in this effort was the joining of public school and college faculty as learners. Lumpkins and others give a rationale for and explain the development and use of videotaped materials in inservice education. The program, dubbed Video Inservice Packages (VIP), is illustrated with a VIP on Grouping to Improve Classroom Instruction, including an introduction, a list of activities, and other materials. Nagel uses a systems approach to introduce the system he has created—System for Individually Guiding Mastery Attainment, SIGMA. He describes SIGMA and posttests readers on it in programmed, Keller-like fashion. SIGMA, developed in a Teacher Corps project, was the first Teacher Corps product to gain approval from the U.S. Office of Education's Joint Dissemination Review Panel.

Parramore introduces inservice education by television. Her program on Japan was designed to help teachers become more cognizant of Asian affairs, more specifically, to ready them to teach Asian studies. Special packets of materials, including a booklet on viewing and a worksheet to encourage thinking about use with students, were supplied the 107 teachers (in four states) enrolled. Richards describes a Canadian (Saskatchewan) program he developed for implementing clinical supervision. Just a few of the assumptions of the program demonstrate its unusual character:

> Probably the single most important source of knowledge about teaching is the act of teaching itself.
>
> In order for growth to occur, a teacher much not simply experience experience, he must also benefit from it.
>
> The goal on which this inservice program is predicated ... is to help the teacher become progressively more sensitive to what is happening in his efforts to become a more effective teacher.

Schlechty and others are attacking the problem Karst identifies (see earlier reference). They describe a joint project of Charlotte-Mecklenber School District and the University of North Carolina-Chapel Hill to investigate the organizational context of staff development, for example, to examine the organizational constructs that help describe and analyze the effects and effectiveness of staff development programs. Built in are issues of educational equity. The assumption of the study is that staff development involves much more than instructional activities.

Wanous and Florio make a clear case for teacher participation in evaluation, as collaborators with researchers, by means of an ethnographic approach. Potential outcomes are characterized as both programmatic and evaluative.

Comments and Observations

1. ***School districts, as might be expected, were the institutions most heavily engaged in inservice activities.*** Seventy-two of the 93 papers describe school personnel and school district involvement. However, other institutions or agencies were often involved, most frequently colleges and universities, intermediate school districts, and state departments of education. Colleges and universities were particularly in evidence; 65 papers identify higher education institutions as participants in the programs they describe.

Although school districts outnumbered higher education in involvement, 72 to 65, papers authored or coauthored by higher education personnel outnumber papers authored or coauthored by school district personnel, 51 to 10. Perhaps the university people have more motivation to write. Traditionally they are more prolific on paper, for getting in print is still well rewarded in the academic marketplace.

There is apprehension among many college-based teacher educators that teacher centers, school-based inservice education, and other alternatives to formal graduate study will recude higher education involvement in continuing education. It is not supported by the review of the 93 papers. College and university personnel are clearly in the forefront of activity.

There were many collaborative efforts, a fact that may mean that the rhetoric about the value of collaborative efforts is being taken seriously.

2. ***Most programs were directed at teachers, but in many cases administrators and other school personnel were also included.*** In one case college and school faculty were learning together. There were a few programs for principals, one for principals and superintendents, two for college-based inservice educators, and two involving citizens on community councils.

Although more programs than heretofore purported to include teachers and other school personnel, there was no suggestion that the school building faculty is becoming a unit of grouping for inservice training, despite the wide acclaim for grouping in such a unit.

3. ***Some aspect of inservice education as promoted by two federal programs, Teacher Corps and the Teacher Centers Program, is described in 37 of the 93 papers.*** At first glance one might assume that federally funded sites had more money to disseminate ideas and had taken advantage of the conference for that purpose. Examined more closely, the 25 reports involving teacher centers include 16 involving centers funded by sources other than the federal government and the 12 papers related to Teacher Corps include three describing programs that used Teacher Corps data and experiences but were no longer funded by the Corps.

4. ***Increasingly state departments of education are involved in inservice education, but hardly ever was a department the organizer and operator of a program.*** Most often involvement was in the development and implementation of policy or in a support or technical assistance role. In 27 instances state departments of education participated in some role in the projects reported. State department personnel are authors or coauthors of 17 papers.

5. ***Federal programs that reflect or represent mandated inservice education were most often in special education.*** The requirements of Public Law 94-142 clearly have called attention to special education.

6. ***The nature of inservice education seems not to have changed much even though the approaches ran the gamut from systematic/programmed/highly structured to individualized/humanistic/problem solving/open/people responsive.*** Most programs were similar in format, usually courses and workshops, and often the activities were short of duration. Despite Teacher Corps' efforts to work at the building level and to involve the community, most programs dealt with a college of teachers from a number of buildings, and few involved or used the community. In spite of the teacher centers legislation mandating centers to develop and produce curriculums, there were very few instances of a fusion of inservice education and curriculum development.

7. ***There is a tendency in most programs to approach inservice education piecemeal.*** There were very few grand schemes—comprehensive, long-term, carefully integrated with other factors related to school improvement. Part of the problem is undoubtedly the newness of the emphasis on inservice education. Another is the uncertainty of funding. Only a few states have as yet appropriated money for local inservice education programs. The most critical absent factor is public understanding of and commitment to the essentialness of inservice education to the working world of teachers and other education personnel.

8. ***In very few places is there recognition that the improvement of instruction and curriculum involves more than additional study of practitioners.*** Only one or two papers suggest that alongside or as part of enhancing skills and adding to knowledge, practitioners need to renew spirit, morale, and commitment. Only three papers question whether the problem being addressed in inservice education has been adequately defined. One observation, made most directly by Burton Blatt in Chapter 2, is that inservice education may not be the failure; the schools may be. Schlechty and his compatriots apparently are engaged in examining a multitude of factors that make up the social system of the school, and considering staff development in that context.

9. ***Very few programs paid attention to both presevice and inservice teacher education.*** Are the two levels not seen as a continuum? Are the values of one to the other unrecognized? Will the potential for practitioners to learn from prospective teachers go unfulfilled? Only two of the 93 papers began to broach the values of one level of teacher education to another. If talk about required internships for teacher education is a precursor to action, it may be very important to begin exploring the inservice education value of giving practitioners responsibilities in preservice education.

10. ***There is almost universal endorsement of greater teacher involvement in inservice education—involvement in decision making, in governance, and in the delivery of program—but there is not much evidence of what such an endorsement means nor much discussion of the problems created by sharing power with teachers.*** Nor is much said about the readiness of teachers to assume responsibilities for decision making or to assume positions on policy boards. The governance issues in general are soft-pedaled. Is no one doing research on governance?

11. ***There seem not to be any fad topics among the papers.*** Needs assessment and collaboration seem to be fairly well integrated into the whole cloth of inservice education, as does delivery systems. Burnout and stress management, two of the hottest topics in workshops around the country, appear in only two papers, in one of them only remotely. School improvement was clearly a purpose in a wide variety of programs, but it came through as a generic concern, not the latest catch phrase. Teacher centers were well represented, but there was no claims that teacher centers were a panacea nor that teacher centers should or could take over the inservice scene. Perhaps a new level of maturity has set in among educators involved in inservice education. Some did say that inservice education is mostly a matter of unleashing local talent and knowledge; that inservice education must be developed—it cannot be installed; and that there are no magicians around with the answers.

12. ***Writing and thinking about inservice education is not universally on a high level, and these papers are no exception.*** The problem of good thinking and writing on this topic is perhaps doubly difficult. There is wide agreement that inservice education should be a cooperative, collaborative effort. Is there then fear of writing lest the views presented not satisfy all of those involved? Perhaps so, but what better way to hammer out agreement than through successive drafts? Such hammering out, of course, creates difficulties in achieving good writing, for too often the hammered-out paper is bland and boring. That takes us back to the quality of thinking. The dilemma is perplexing, but, let us hope, not insurmountable. There is a need for superb thinking and writing in inservice education.

MATRIX A: INFORMATION ON PAPERS

	TOPICS ADDRESSED IN PAPER									AUTHOR'S AFFILIATIONS						
	Needs Assessment	Evaluation/Assessment	Models/Exemplary Plans	Innovative Delivery to Specific Groups	Collaborative Decision-Making Systems	Institutionalization Strategies and Models	Increasing Impact Through Coordinated Approaches	Research	State Plans (Inservice)	Teacher Corps	Teacher Center	School District	Intermediate School District	Institution of Higher Education	State Department of Education	Other
Alley & James	✓	✓	✓			✓								✓✓		
Anderson & Mesenburg	✓				✓				✓			✓	✓✓		✓✓	
Anglin & Myers				✓	✓					✓				✓✓		
Armiger				✓					✓							✓
Baden	✓	✓	✓				✓							✓		
Basile & Johnson	✓	✓	✓	✓	✓	✓	✓		✓					✓	✓	
Behling	✓		✓	✓					✓						✓	
Bell & Barrett		✓	✓					✓					✓✓	✓		
Bellizzi & Lukas											✓✓					
Birenbaum	✓			✓										✓		

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Author's State	Institutions/ Agencies Collaborating in This Program*	Primary Audience(s)/ Program Targets/ Research Subjects	Comments, Special Features, Special Focus, etc.
KS	SD, IHE	Teachers and other school personnel	A model for staff and program development
MN	SD, ISD, SED	Teachers	Basic skills
OH	TC, SD, IHE, CO	Community Council Members	Community Council's
NJ	TO	Teachers	Teachers helping teachers
IL	TCr, SD, IHE	Teachers and other school personnel	Guide to evaluation
WV	SD, IHE, SED	Teachers and administrators	Simulation included for designing, implementing, and evaluating inservice education
MD	SED	Principals	Professional Development Academy
PA	ISD, IHE, SED	Teachers	Disruptive and delinquent students
CT	TCr, SD	Teachers and other school personnel	Humanistic education; statewide teacher center
MD	SD, IHE	Teachers	Special education for regular teachers

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Blair	✓		✓		✓				✓			✓				
Boston	✓		✓		✓						✓					
Boze				✓							✓			✓		
Brooks & Harvey	✓		✓		✓									✓✓		
Brown & Rabe					✓					✓✓				✓✓		
Bunker			✓		✓									✓		
Carey	✓							✓						✓		
Collier & Elmes	✓			✓										✓✓		
Dambruch, Cronin & Berger	✓				✓				✓		✓✓✓				✓✓✓	
Davis	✓							✓								✓

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WI	SD, SED	Teachers and administrators	Local implementation of state plan
ID	TCr, SD	Teachers, administrators & community people	Needs and resource assessment
TX	TCr, SD, IHE	Teachers and other school personnel	Inservice education of cooperating teachers
KY	SD, IHE	Teachers and other school personnel	Use of Delphi Technique to assess needs
AZ	TC, SD, IHE, CO	Teachers, other school personnel & community people	Process- and organization-oriented school improvement; a Teacher Corps project
MA	IHE	Members of an institute for human services (Va.)	Helping staff development groups self-direct
AZ	SD, IHE	Teachers	Perceptions of needs
NY	IHE	College-based inservice educators	Faculty development in higher education
RI	TCr, SD, IHE, SED	Teachers and other school personnel	Development of statewide system for inservice education
VA	SED, PS	Special education divisions of state depts' of education	Survey of state departments' approaches to needs assessment

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Dobson & Dobson	✓													✓✓		
Dumais			✓		✓		✓			✓				✓		
Fields & Faggart	✓	✓									✓✓					
Fine				✓												✓
Flint														✓		
Franzen	✓			✓	✓									✓		
Freedman	✓				✓									✓		
Gabrys & Staszkiewicz	✓		✓		✓									✓✓	✓	
Gayles		✓												✓		
Giblin, Cozzie & Richardson			✓		✓							✓✓✓				
Gilroy & Occhino				✓	✓							✓✓		✓		

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OK	IHE	Teachers	Humanistic approach to inservice education; instruments included
NJ	TC, SD, IHE, CO	Teachers	Multicultural education, diagnostic-prescriptive teaching, gifted & talented
NC	TCr, SD, SED	Teachers	Increasing teacher involvement
MA	SD, PA	Teachers and counselors	Group process and oral communication skills
PA	SD, IHE, SED	Teachers and administrators	Multicultural education
GA	TCr, SD, IHE	Teachers and administrators	Governance
FL	TCr, SD, IHE	Teachers and other school personnel	Needs assessment package
WV NY	IHE, SED	Teachers and other school personnel	Goal prioritization, relationship of goals to means
FL	TCr, IHE	Teacher education centers	Evaluation of a teacher education center
CO	SD	Teachers and other school personnel	Local plan for curriculum and staff development
NY	SD, IHE	Teachers, other school personnel, & college-based inservice educators	P.L. 94-142; school and college faculty learning together

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Goldstein	✓		✓	✓							✓			✓		
Grossman #1	✓	✓	✓	✓									✓			
Grossman #2	✓			✓		✓							✓			
Hall		✓					✓	✓							✓	
Hall, Johnson, Bardonner & Johnson			✓	✓			✓				✓ ✓ ✓			✓ ✓		
Harris			✓	✓			✓					✓				
Holly & Blackman					✓	✓	✓	✓						✓ ✓		
Hoover			✓				✓					✓				
Johnson			✓		✓									✓		
Karst		✓						✓						✓		
Knopf			✓	✓							✓					

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NJ	TCr, SD, IHE	Teachers	Two-year-college-based teacher center
CA	SD	Teachers, administrators, aides and volunteers	Training-of-trainers staff development model
CA	SD	Principals	Staff development for principals in critical supervision skills
PA	SD, SED	Principals and superintendents	Survey of principals and superintendents in Pennsylvania
MT	TCr, SD, IHE CO	Teachers and other school personnel	Inservice education in rural areas
MD	SD	Teachers	High-school-based staff development program
OH MI	IHE	Teachers	Personal and professional staff development
MI	SD, IHE, CO	Teachers and principals	Local perception of staff development
MI	SD, IHE	Teachers and other school personnel	University involvement in school staff development
NY	IHE	All educators, especially policy makers	Organizational factors and self-fulfillment
GA	TCr, SD, IHE	Teachers	Developing a teacher center

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Kosower		✓				✓		✓						✓		
Lalley					✓		✓		✓			✓				
Lambert		✓	✓									✓				
Levy, Hakes, Lippman & Allen	✓		✓							✓✓✓✓						
Lewellen & Negley	✓	✓	✓									✓✓				
Little		✓						✓								✓
Lumpkins, Dubois, Palmatier & Johnson			✓	✓										✓✓✓✓		
Mangieri & George					✓					✓				✓✓		

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CA	IHE	Teachers	Developing ownership of staff development
NH	SD, SED	Teachers and other school personnel	Local implementation of state plan
MN	SD, ISD, IHE	Teachers and community people	Planning, evaluating, and reporting inservice education
IN	TC, SD, IHE	Teachers and other school personnel	Positive approach to needs assessment
IN	SD, SED	Teachers	System for conducting inservice education
NY	SD, PA	School board members	School board members' perspectives on inservice education
LA	SD, IHE	Teachers	Video inservice packages
SC	TC, SD, IHE, SED	Teachers, other school personnel, college-based inservice educators, teacher organizations & state department people	Managing collaboratum inservice education

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McDonald			✓	✓				✓								✓
McSwain			✓	✓							✓					
Moore & Hobar						✓			✓						✓ ✓	
Morelli, Collier, Moore & Parris			✓		✓	✓	✓		✓			✓			✓ ✓ ✓ ✓	
Murphy	✓	✓	✓	✓		✓	✓	✓							✓	
Nadler, Merron & Friedel			✓	✓	✓	✓	✓	✓						✓ ✓	✓ ✓	
Nagel	✓			✓										✓		
Oja		✓	✓											✓		
Parramore			✓	✓										✓		
Phillips & Hawthorne			✓		✓		✓							✓ ✓		

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NJ	TCr, IHE, PA	Teacher specialists in teacher centers	Training the teacher specialist (advisor)
NC	TCr, SD	Teachers and counselors	Stress management
WV	SD, SED	Teachers and other school personnel	Criteria for institutionalizing
FL	TCr, SD, IHE, SED	Teachers and other school personnel	The Florida teacher education center program
MD	SD, SED	Principals and other administrators	Impact of training principals in supervision
NJ	SD, IHE, SED	Teachers	P.L. 94-142
CA	SD, IHE	Teachers	Programmed instruction
NH	TC, SD, IHE	Teachers	Ego, moral, and conceptual development
NC	IHE	Teachers	Japan-Asian studies via television
OH	SD, IHE	College-based inservice educators	Reform of higher education's role in inservice education

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Rauschel	✓	✓	✓	✓					✓						✓	
Richards				✓										✓		
Rosner	✓	✓	✓	✓				✓								✓
Roth			✓		✓				✓						✓	
Rothberg	✓						✓							✓		
Rozak	✓	✓			✓								✓			
Sandefur	✓		✓		✓		✓							✓		
Schere		✓	✓	✓			✓	✓						✓		
Schiffgens	✓		✓	✓										✓		
Schlechty, Noblit & Crowell			✓		✓	✓	✓	✓				✓ ✓		✓ ✓		
Schmitthausler			✓	✓	✓				✓						✓	
Seaberg, Folks & Leach			✓						✓					✓	✓ ✓ ✓	

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IL	TCr, SD, SED	Teachers and other school personnel	Illinois state plan for staff development
CAN	SD, IHE	Principals and teachers	Clinical supervision
NJ	SD, PA	Teachers	Self-analysis in inservice education
ND	TCr, SD, IHE, SED, PA, CO	Teachers and other school personnel	North Dakota teacher center network
FL	SD, IHE	Teachers	Satisfying needs through staff development
PA	SD, ISD	Inservice directors	Inservice education at the intermediate level
KY	SD, IHE, SED	Teachers	A professional development network
NY	IHE, PA	Teachers	Early identification and intervention procedures at preschool level
IA	SD, IHE	Teachers	Liberal arts college involvement in inservice education
NC	SD, IHE	School district organization	Organizational context of staff development
CA	TCr, SD, IHE, SED	Teachers and other school personnel	California's staff development programs
OK	SD, IHE, SED	Educational policy makers	Management system for developing a state plan

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Selfridge					✓					✓						
Setranjiwalla, Drummond & Parris		✓			✓									✓ ✓	✓ ✓	
Shallcross			✓	✓										✓		
Simpson, Wilson, Amstutz & LaForme			✓	✓	✓						✓ ✓ ✓			✓ ✓ ✓ ✓		
Solberg					✓								✓			
Stevenson	✓		✓	✓			✓				✓					
Stulac, Olive, Pezeshkmehr & Creagh		✓	✓					✓					✓			✓ ✓ ✓
Wain & Mansergh			✓	✓	✓				✓				✓ ✓		✓	
Walker, Hite & Skillestad			✓		✓					✓	✓			✓ ✓		✓
Wall																✓

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Author's State	Institutions/ Agencies Collaborating in This Program*	Primary Audience(s)/ Program Targets/ Research Subjects	Comments, Special Features, Special Focus, etc.
OH	TC, SD, IHE	Teachers	Case study of a Teacher Corps project
FL	SED, TCr, SD, IHE	Teachers and other school personnel	Evaluation of teacher education centers
MA	IHE	Teachers	Transformational theory and inservice education; home economics
OH	TCr, SD, IHE	Teachers, administrators, supervisors, and consultants	Description of a teacher center with unique staffing
CO	SD, ISD, IHE	School districts	The intermediate educational service agency
NY	TCr, SD, IHE, PA	Teacher center staff	Training the teacher specialist (advisor)
GA	SD, ISD	Special education teachers	Special education
MN	SD, ISD, SED	Teachers and administrators	The emerging Minnesota state model
WA	TC, TCr, IHE, SED	Teacher Corps and teacher center staff	Teacher Corps and teacher center cooperation
NJ	PA	Teachers	Multicultural education; bibliography

MATRIX A: INFORMATION ON PAPERS

	TOPICS ADDRESSED IN PAPER									AUTHOR'S AFFILIATIONS						
AUTHORS OF PAPERS	Needs Assessment	Evaluation/Assessment	Models/Exemplary Plans	Innovative Delivery to Specific Groups	Collaborative Decision-Making Systems	Institutionalization Strategies and Models	Increasing Impact Through Coordinated Approaches	Research	State Plans (Inservice)	Teacher Corps	Teacher Center	School District	Intermediate School District	Institution of Higher Education	State Department of Education	Other
Wanous & Florio		✓			✓		✓	✓						✓ ✓		
Warnat				✓										✓		
Watts						✓					✓					
Weber				✓			✓							✓		
Webster					✓		✓		✓						✓	
Weldon					✓					✓						
Wenzel & Hammes					✓					✓				✓ ✓		
Wepner, Sexter & Goldberg				✓	✓	✓	✓			✓		✓ ✓		✓ ✓		
Whitfield	✓				✓									✓		
Williams								✓						✓		

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Author's State	Institutions/ Agencies Collaborating in This Program*	Primary Audience(s)/ Program Targets/ Research Subjects	Comments, Special Features, Special Focus, etc.
MI	SD, IHE	Teachers and evaluators	Teacher collaboration in evaluation
DC	IHE	Inservice educators and teachers	Adult learning, midlife
VT	IHE	Inservice educators and teachers	Stages of teacher development and their implications for inservice education
MI	TCr, SD, IHE	Teachers	Inservice education in rural areas
CA	TCr, SD, ISD, SED	Teachers and other school personnel	Evaluating a state program of staff development
CA	TC, SD	Teachers and other school personnel	Process guide for planning inservice education
WI	TC, SD, IHE, CO	Community council members	Case study of citizen participation in a Teacher Corps project
NY	TC, SD, IHE, CO	Teachers, administrators & community people	Case study of an inner city school improvement program; a Teacher Corps project
KY	SD, IHE	Inservice educators	Higher education involvement in fostering inservice education in rural areas
IN	SD, IHE	Preservice and inservice teachers	Competency-based teacher education program; what supervising teachers learn from working with prospective teachers

MATRIX A: INFORMATION ON PAPERS

	TOPICS ADDRESSED IN PAPER									AUTHOR'S AFFILIATIONS						
AUTHORS OF PAPERS	Needs Assessment	Evaluation/Assessment	Models/Exemplary Plans	Innovative Delivery to Specific Groups	Collaborative Decision-Making Systems	Institutionalization: Strategies and Models	Increasing Impact Through Coordinated Approaches	Research	State Plans (Inservice)	Teacher Corps	Teacher Center	School District	Intermediate School District	Institution of Higher Education	State Department of Education	Other
Wilson			✓	✓	✓								✓			
148	33	22	47	36	40	12	22	17	15	12	17	15	9	63	26	11

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Author's State	Institutions/ Agencies Collaborating in This Program*	Primary Audience(s)/ Program Targets/ Research Subjects	Comments, Special Features, Special Focus, etc.
MA	TCr, SD, ISD	Teachers and other school personnel	Developing inservice facilitator teams
35 States plus DC and Canada		**Teachers - 29 (including 1 for special education teachers)** **Teachers and administrators - 5** **Teachers and other school personnel - 22** **Teachers and other combinations of groups - 16**	

MATRIX B: INFORMATION ON CLINICS

	TOPICS ADDRESSED IN PAPER									AUTHOR'S AFFILIATIONS						
LEADERS OF CLINICS	Needs Assessment	Evaluation/Assessment	Models/Exemplary Plans	Innovative Delivery to Specific Groups	Collaborative Decision-Making Systems	Institutionalization Strategies and Models	Increasing Impact Through Coordinated Approaches	Research	State Plans (Inservice)	Teacher Corps	Teacher Center	School District	Intermediate School District	Institution of Higher Education	State Department of Education	Other
Anderson, Mesenburg, Bormaster, Curtis, Minchow, Lambert, Solberg, Thayer & Sample			✓				✓		✓		✓	✓	✓ ✓ ✓ ✓ ✓	✓	✓	
Bechtold & Lebo												✓				✓
Brictson, Shaw & Letwin-Cochran	✓	✓	✓		✓		✓	✓	✓						✓ ✓ ✓	
Burrello & Kladder	✓	✓	✓		✓									✓ ✓		
Coker & Soar										✓				✓		
Eckenrod, Herring & Melenick										✓						✓
Emrick & Peterson						✓										
Gloeckler & Cummings				✓			✓		✓						✓ ✓	
Heinberg & Levin																✓ ✓
James, Truesdell & Carey	✓													✓ ✓ ✓		
Linquist																

*PA = private agency, RL = regional laboratory

Author's State	Program Targets	Comments, Special Features, Special Focus, etc.
MN MN TX NB CO MN CO CA FL	State planners	Planning, implementing, and coordinating programs for delivery of staff development in a state
IL PA	Elementary school teachers	Correlated reading and language arts program for grades 1-6, remedial reading, and special education
MI	State planners	Simulation of state planning
IN	Inservice educators	Local planning; interface between regular and special education personnel development
FL GA	Inservice educators	Overview of a direct-observation instrument for evaluating the impact of inservice education
CA	Dissemination facilitators, inservice educators	Strategies for dissemination of inservice programs; conducted by staff members of the Teacher Corps Dissemination Project
CA	Inservice Educators	Techniques and skills for institutionalizing inservice program
NY	Inservice educators in special education	New York State's system for providing inservice training in education of the handicapped
FL PA	Teachers	Test Besting, an approach to training students to be competent test-takers
MI NY AZ	Inservice educators	Planning and conducting school-specific and district-wide needs assessments
TN	Higher education faculty developers	Conceptual designs and leadership skills for faculty development in higher education

LEADERS OF CLINICS	TOPICS ADDRESSED IN PAPER									AUTHOR'S AFFILIATIONS						
	Needs Assessment	Evaluation/Assessment	Models/Exemplary Plans	Innovative Delivery to Specific Groups	Collaborative Decision-Making Systems	Institutionalization Strategies and Models	Increasing Impact Through Coordinated Approaches	Research	State Plans (Inservice)	Teacher Corps	Teacher Center	School District	Intermediate School District	Institution of Higher Education	State Department of Education	Other
Loucks	✓	✓	✓											✓		
Reynolds														✓		
Roth & Richey			✓											✓	✓	
Rounds, Bothwell & Cordova			✓											✓ ✓ ✓		
Ryan & Crowell			✓											✓		
Seibel, Ward & Frand	✓		✓											✓ ✓		
	5	4	9	2	2	1	3	1	3	1	1	2	1	10	4	4

Author's State		Comments, Special Features, Special Focus, etc.
TX	Inservice educators	Research-based concepts and tools for assessing the impact and implementation of inservice learnings
MN	Inservice educators	Ten clusters of teacher competencies that are required to comply with mainstreaming policies
MI	Inservice educators	A model for the systematic design of a staff development program
NM	Higher education faculty developers	Issues in developing and implementing a plan for professional development of faculty in a vocational-technical institute
MI	Inservice educators	Training school board members and principals in decision-making skills
PA OH PA	Regular and special education teachers	Models for developing Individualized Education Programs
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8

DIRECTIONS FOR LEADERSHIP

The ideas set forth in this chapter are intended to be of value to those who have responsibility for providing leadership in inservice education.

A Summary of Significant Ideas

Bundy's idea about the need for educators to hold images of the future deserves special attention. The complexity and confusion of present-day circumstances cause many of us to be occupied only with immediate problems, or everyday problems become so weighty and preplexing that thoughts of the future are only negative. Establishing images of the future, positive images, may be particularly important to educators because so much of our effort is determined by the attitudes we hold. Education is largely an imprecise enterprise in the technical sense, and is dependent on predispositions and expectations. One who predisposes or expects most probably has done some thinking about the future, most probably holds some images of the future. Although anticipating the future is not exclusive to thinking about inservice education, the idea is particularly relevant to activities like professional development. The idea is upbeat, optimistic, and prompts readiness for new tomorrows.

Another notion of special note from Bundy is that tomorrow's literate person will need to be concerned with much more than reading, writing, and arithmetic. At first this may seem self-evident, but real-life circumstances demonstrate that citizens and parents, and some educators, do not understand very well what literacy in the last two decades of the twentieth century will involve. Teacher education (inservice) depserately needs to keep central concept of the literate educator and the literate student in designing both professional development and school program.

From Allen we get a reminder that diversity in professional development is important. Despite efforts to individualize and diversify in such places as teacher centers, too often the pressure is to standardize professional development. The more standard professional development becomes, the less personal and responsive it is. Allen endorses the notion that diversity representing different commitments and interests is valid in and of itself. It also contributes significantly to ownership of ideas and in turn to success.

A major idea in McKenzie's paper is the notion that different programs (in her case, government programs) must work together. Many programs that operate independently, sometimes unknowingly related, could and should work together. Protection of turf and single ownership will have to give way to sharing of turf and multiple ownership. Sharing is often not easy, even though there may be common goals, goals that should be pursued jointly so that programs can support one another.

Blatt raises the heretical idea of whether, for all the criticism and abuse inservice education has taken, the failure is with schools rather than with inservice education.

It may be important to examine at times whether a school's program, organization, schedule, staffing, etc, are adequate and appropriate rather than assuming that inservice education is the culprit.

There is almost no mention anywhere else in this book of an idea Smith enunciates—being clear about what good teaching is in designing any professioal development program. Concern for defining good teaching is not new, and most educators developing inservice programs may contend that inherent in their thinking is a concept of good teaching. But when notions about good teaching are only a tacit, a program is inevitably less focused than when goals about what a teacher sould be are explicit.

As if to recapitulate, Drummond returns to the idea of images. He views the role of images on the scale of one education constituent to another, one professional to another, rather than on the overarching scale of culture. His exercise in metaphor is instructive because it promotes introspection. He encourages us to look at how our own institution appears and how we would like it to appear. The institutions and agencies that control and conduct inservice education need to engage in introspection.

Neither Warnat's ideas on adult learning and phases of adulthood nor Watt's idea that there are stages of teacher competence have had much attention yet in professional development programs. Leaders might well find that those ideas can influence thinking and doing in inservice education.

the individual practitioner gets primary attention in almost all of the preceding chapters. The individual is important, but there is also the faculty of a school and the social system of a school (of which the faculty, administration, and students are parts). In this regard Schlechty and his colleague are exploring another good idea for leaders to investigate. A school's social system may have as important an impact on the quality of education as curriculum, teaching strategies, textbooks, libraries, etc.

The idea that everyone needs inservice education is suggested by the inclusion of teachers, administrators, special service personnel, and college professors in many programs mentioned in the preceding chapters. Not much was said about differences among programs, yet differences were apparent in form, requirements, monitoring, and assessment. The more professional group the more it seems to have a part in determining program and the less it seems to be monitored, although checks and balances are appropriate at any level of professional maturity.

Ideas That Were Overlooked

Eight ideas that are mentioned infrequently or not at all in the foregoing chapters may also be important for educators in establishing direction. First, conceiving and estabishing a comprehensive plan for inservice education—a comprehensive plan for the total school enterprize—seems essential for any school that hopes to coordinate thinking, planning, operation, financing, and assessment of education. Inservice education is not an isolated matter. It influences curriculum, teaching, school organization, scheduling, school climate, and grouping, and all those factors affect inservice education. Recruitment, selection, assignment, and career patterns of school personnel are additional factors. All the foregoing factors make up the ecology of the school. All must be considered in a comprehensive plan.

Second, several conceptual designs for inservice education are possible, but most programs described in the foregoing chapters are restricted to one or two, namely courses and workshops. The conceptual design of an inservice education program should probably depend on several factors. Central are the kind of learning intended, the time learning requires, the interest and commitment of the learner, the resources available, and the incentives and motivation present. Most programs are designed as courses or workshops that are separated from practice. Inservice education could be an integral part of curriculum development, an analysis of teaching to improve instruction, a teacher-advisor relationship, an independent study or travel experience, etc. Programs are usually addressed to individuals, to improve individual knowledge or performance, even when individuals meet in groups. They could be designed for and addressed to groups with a purpose of collective action to improve a school program.

Third, there is too little clarity on professional versus public responsibility for inservice education—a very different circumstance from preservice teacher education. Preservice teacher education is demanded by the public to ensure adequately prepared teachers. Inservice education is demanded by practitioners because they know they need continual development. Will there eventually be public demand for inservice education? And can such a demand be managed in ways appropriate to professional people?

Fourth, in most programs described in the foregoing chapters, inservice education requires practitioners to give their own time, their own money, or both. There are few provisions for regular, long-term support of inservice education. Formulas for financing inservice education are only beginning to develop at the state level. Federal appropriations for professional development are available in only small amounts as distributed through categorical programs like Teacher Centers and Teacher Corps. Discussions about ratios of local, state, and federal funds—formula funds and categorical funds—are not evident, but they are needed.

Fifth, the use of technology in inservice education is still in its infancy. Films, videotapes, and computers particularly have had too little and poor-quality attention. Videotape recorders, computer terminals, eight-millimeter film, and cable TV open some possibilities that need careful exploration.

Sixth, the further professionalization of teaching, once a prime objective of inservice education, seems dormant. A little attention is given to inservice education as an outcome of practitioners working with preservice teachers, but the design of internships to provide induction into teaching and agreements on when preservice ends and inservice begins need more attention. Career patterns and related professional incentives are also part of the professionalization of teaching, and continual professional development is central to advanced stages of competence, rewards, and professional assignments.

Seventh, the governance of inservice education is not adequately discussed in professional forums, let alone on conference platforms. It is very unclear, in fact, which is appropriately a professional and which a public inservice education issue, and where responsibility for decisions should be assigned. The time required to iron out governance questions may not seem time well spent, but unless governance issues are resolved, programs cannot operate smoothly. A few state plans that include provisions for governance are now available. California, Florida, Michigan, Minnesota, and West Virginia have very different types of plans; examining them will prove instructive to leaders considering the issue of governance.

Finally, political influences in inservice education have had very little airing. This point is related to governance, particularly as it affects public responsibilities. Teacher organizations and professional associations of other types of educators have exercised considerable muscle in state and federal legislation on behalf of their respective vested interests. Whether inservice education appropriations is yet to be seen. The proper mix of expertise and political power may in the final analysis require adjudication beyond the legislative process. Whatever the outcomes, they are bound to be better if the topic of political influence is discussed and debated.

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APPENDIX A

APPENDIX A
Authors, Clinic Leaders, and Titles of Papers and Clinics

Name(s)	Title
Diana Allen	(See Irving Levy)
Robert Alley (with Michael James)	A Negotiable Model for Inservice Education
Dave Amstutz	(See Sue Simpson)
Judith Anderson (with Richard Mesenburg)	Basic Skills
Judith Anderson (with Richard Mesenburg, Jeff Bormaster, Marge Curtis, William Minchow, Randall Lambert, Patricia Solberg, Grant Thayer, and John Sample)	*Building Program-Development Skills: Coordinating Staff Development Programs for State Planning
Leo Anglin (with Rita Myers)	Community Participation in School-Based Activities: Past and Present
Mary Lou Armiger	A Statewide Plan to Mobilize and Deploy Educational Practitioners for Professional Development
Donald Baden	A User's Guide to the Evaluation of Inservice Education
Linda Bardonner	(See William Hall)
David Barrett	(See Raymond Bell)
Joseph Basile, II (with Lowell Johnson)	Providing Leadership for Staff Development and Inservice Education
Jennie Bechtold (with Jerry Lebo)	*Training for Developing Inservice Programs in Reading: The Open Court Reading Program
Herman Behling, Jr.	Overview of the Maryland Professional Development Academy
Raymond Bell (with David Barrett)	The Problems and Successes Associated with a Model for Training a Cadre of Teachers to Deal with Disruptive and Delinquent Youth
Frank Bellizzi (with Emily Lukas)	Teachers' Centers and Humanistic Education
Marsha Berger	(See Edward Dambruch)
Nancy Birenbaum	Operation Child Find—A System of Personnel Development

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*Clinics

Charles Blackman	(See Mary Louise Holly)
Nancy Blair	Wisconsin's Statewide Inservice Education and Staff Development Program: A Cooperative Venture; Continuing Staff Education: A New Process, 1979.
Jeff Bormaster	*(See Judith Anderson)
Bedford Boston	Professional Development Priorities Process (Needs Assessment)
Raymond Bothwell	*(See Richard Rounds)
Nancy Boze	Supervisors Vote "Yes" for This Inservice Education
Paula Brictson (with Dee Shaw and Linda Letwin-Cochran)	*Building Programs and Program-Development Skills: Coordinating Staff Development Programs for State Planning
Kenneth Brooks (with Wayne Harvey)	Using the Delphi Technique to Assess Staff Development Needs
Alan Brown (with Bonnie Rabe)	Building an Effective, Collaborative School Improvement and Staff Development Program
R. Mason Bunker	Helping Staff Development Groups to Self-Direct
Leonard Burrello (with Fred Kladder)	*Focus on Handicapped Students—Developing and Implementing Local Staff Development Plans
Keith Caldwell	How to Disseminate a Model District Inservice Project
Lou Carey	An Investigation of the Validity of Using Self-Evaluation Instruments to Identify Instructional Needs
Lou Carey	*(See Barry James)
Homer Coker (with Robert Soar)	*Training for Evaluating the Impact of Inservice Education
Arthur Collier	(See Louis Morelli)
Richard Collier (with Robert Elmes)	Faculty Development in Higher Education for Teacher Educators: A Modest Proposal
Arthur Cordova	*(See Richard Rounds)
Phil Cozzie	(See Thomas Giblin)
Elizabeth Creagh	(See Josef Stulac, II)
Thomas Cronin	(See Edward Dambruch)
Deane Crowell	(See Phillip Schlechty)
Ron Crowell	*(See Thomas Ryan)
Lee Cummings	*(See Lawrence Gloeckler)
Marge Curtis	*(See Judith Anderson)

Edward Dambruch (with Thomas Cronin and Marsha Berger)	Development of a Statewide Comprehensive System of Professional Development: The Rhode Island Teachers' Professional Development Program
Sharon Davis	The Identification of Inservice Training Needs of Educators Working with Handicapped Children: A National View of Needs Assessment
Judith Dobson	(See Russell Dobson)
Russell Dobson (with Judith Dobson)	Staff Development: A Humanized Approach
William Drummond	**(See Zohra Setranjiwalla)**
Ron Dubois	(See Bob Lumpkins)
Mary Dumais	A Five-Year Planning Model for an Improved Personnel Development System in Teacher Preparation for Multicultural Education, Diagnostic-Prescriptive Teaching, and Education of the Gifted and Talented
James Eckenrod (with Suzanne Hering and Susan Melnick)	*Strategies for Dissemination of Inservice Programs
Robert Elmes	(See Richard Collier)
John Emrick (with Susan Peterson)	*Skills for Facilitating the Institutionalization of Change: How to Get Inservice Education into the System
Norma Faggart	(See Nell Fields)
Dana Farrow	(See John Sample)
Emily Feistritzer	The Federal Role in Inservice Education
Nell Fields (with Norma Faggart)	The Teacher Center Process for Inservice Education
Jane Fine	The Role of the Teacher/Counselor in Developing Group Process and Oral Communication Skills
Jonathan Flint	Multicultural Teacher Education: A Statewide Inservice Program
Susan Florio	(See Donna Wanous)
John Folks	(See John Seaberg)
Stan Frand	*(See Patricia Seibel)
Charles Franzen	Governance in the Atlanta Area Teacher Education Service
Sue Freedman	Inservice Needs Assessment
William Friedel	(See Barbara Nadler)
Robert Gabrys (with Mark Staszkiewicz)	Systematic Goal Determination, Prioritization, and Needs Assessment for Staff Development

Anne Gayles	A Theoretical Design for Evaluating a Teacher Education Center
U. Eugene George	(See John Mangieri)
Thomas Giblin (with Phil Cozzie and Stan Richardson)	The Curriculum Articulation Team: A Strategy for Doing ***More*** (Curriculum and Staff Development) with ***Less*** (Money and Bureaucracy)
John Gilroy (with Joseph Occhino)	A School District-College Approach to Inservice Education on P.L. 94-142
Lawrence Gloeckler (with Lee Cummings)	*A Statewide Training Program for Individuals Involved in Education of the Handicapped: A Review of General State Approach Systems, and Specific Training in the Use of Materials and Techniques
Fred Goldberg	(See Stephen Wepner)
Barbara Goldstein	Coordination of Personnel Resources and Workshops Specifically to Meet Inservice Education Needs
Barry Grossman	Assessing the Impact of a Training-of-Trainers Staff Development Model in a California Professional Development and Program Improvement Center (PDPIC) (#1)
Barry Grossman	Holistic Staff Development: The League for Educational Administrator Development (Project LEAD)—Providing Critical Leadership and Supervision Skills to Principals in a 14-County Region of California (#2)
Fred Hakes	(See Irving Levy)
Ronald Hall	Pennsylvania School Administrators' Perceptions of the Quality of Approved Inservice Credit
William Hall (with Joseph Johnson, II, Linda Bardonner, and Maniza Johnson)	Innovative Inservice Delivery Systems for Rural Multidistrict Areas
Richard Hammes	(See William Wenzel)
Patelle Harris	The QUEST Concept: A School-Based Program for Inservice Education and Staff Development Activities
Wayne Harvey	(See Kenneth Brooks)
Richard Hawthorne	(See J. Arch Phillips, Jr.)
Jackie Heinberg	*(See Marc Levin)
Suzanne Hering	*(See James Eckenrod)

Herb Hite	(See Paul R. Walker)
Nicholas Hobar	(See Gerald Moore)
Jan Holmes	Teacher Burnout: The Hottest Inservice Issue
Mary Louise Holly (with Charles Blackman)	Uniting the Person and the Professional: A Conceptual Framework for Inservice Education/Staff Development
Geneva Hoover	Staff Development from the District View
Barry James (with Lee Ann Truesdell and Lou Carey)	*Training to Plan, Design, and Conduct Needs Assessment
Michael James	(See Robert Alley)
Elizabeth Johnson	(See Bob Lumpkins)
Joseph Johnson, II	(See William Hall)
Lowell Johnson	(See Joseph Basile, II)
Maniza Johnson	(See William Hall)
Robbie Johnson	The District and Higher Education: An Alternative Approach to Staff Development
Ralph Karst	What Can and Should Be Sources of Information for Research on Professional Development and Inservice Programs for Educators?
Sam Kerman	Teacher Expectations Affect Student Achievement
Fred Kladder	*(See Leonard Burrello)
Howard Knopf	A Teacher Center in AACTion—Meaningful Inservice Programs Developed by and Run for Teachers
Evie Kosower	Staff Development and Change: Ownership of Staff Development Processes
Judith LaForme	(See Sue Simpson)
Richard Lalley	A Staff Development Program That Is So Advanced, It's Simple
Randall Lambert	Planning, Evaluating, and Reporting (PER)
Randall Lambert	*(See Judith Anderson)
Judy Leach	(See John Seaberg)
Jerry Lebo	*(See Jennie Bechtold)
Linda Letwin-Cochran	*(See Paul Brictson)
Marc Levin (with Jackie Heinberg)	*Test Besting: A Curriculum to Prepare Students for Testing Situations
Irving Levy (with Fred Hakes, Mary Jane Lippman, and Diana Allen)	Responsive Education and Career Harmony (REACH)

James R. Lewellen (with Barbara Negley)	Conducting a Quality Inservice Education Program
Jack Linquist	*Faculty Development Programs and Skills: Conceptual Models
Mary Jane Lippman	(See Irving Levy)
Jill Little	Inservice Education; The Board Member Perspective
Susan Loucks	*A Model for Assessing the Impact of Inservice Education on Teachers
Emily Lukas	(See Frank Bellizzi)
Bob Lumpkins (with Ron Dubois, Robert Palmatier, and Elizabeth Johnson)	Video Inservice Packages
John Mangieri (with U. Eugene George)	Managing: Communication, Decision Making, and Delivery Considerations for Collaborative Inservice Education
Gerald Mansergh	(See Judith Wain)
Eunice Matthew	(See Richard Schere)
Frederick McDonald	The Development of a Teacher Specialist
Ruth McSwain	Stress Management for Prevention of Educator Burnout
Susan Melnick	*(See James Eckenrod)
Myrna Merron	(See Barbara Nadler)
Richard Mesenburg	(See Judith Anderson)
Richard Mesenburg	*(See Judith Anderson)
William Minchow	*(See Judith Anderson)
Gerald Moore (with Nicholas Hobar)	Institutionalizing Continuing/Inservice Education: Common Criteria and the West Virginia Program
James Moore	(See Louis Morelli)
Louis Morelli (with Arthur Collier, James Moore and James Parris)	Charting Florida's Course in Inservice Staff Development from 1968 to 1979
Joyce Murphy	The Maryland Professional Development Academy: An Assessment of Impact
Rita Myers	(See Leo Anglin)
Barbara Nadler (with Myrna Merron and William Friedel)	Public Law 94-142: One Response to the Personnel Development Mandate

Thomas Nagel	SIGMA—System for Individually Guiding Mastery Attainment
Barbara Negley	(See James R. Lewellen)
George Noblit	(See Phillip Schlechty)
Joseph Occhino	(See John Gilroy)
Sharon Oja	Adapting Models of Psychological Education for Teacher Development
John Olive	(See Josef Stulac, II)
Robert Palmatier	(See Bob Lumpkins)
Barbara Parramore	Distance Inservice Education for Teachers Using Statewide Television
James Parris	(See Louis Morelli)
James Parris	(See Zohra Setranjiwalla)
Susan Peterson	*(See John Emrick)
Debbie Pezeshkmehr	(See Josef Stulac, II)
J. Arch Phillips, Jr. (with Richard Hawthorne)	Institutionalizing a College-School Multidimensional Collaborative Staff Development Program
Bonnie Rabe	(See Alan Brown)
Arnette Rauschel	Staff Development, State Capacity Building, and Teacher Centers—A United Thrust
Maynard Reynolds	*An Approach to Curriculum for the Inservice Training of Teachers in Accord with New Policies Regarding Handicapped Students in the Regular Classroom
L. Richards	A Program of Inservice Education for Implementing Clinical Supervision in a Saskatchewan School Division
Stan Richardson	(See Thomas Giblin)
Rita Richey	*(See Robert Roth)
William Ritz	BIO-FORUM: Inservice Education for High School Biology Teachers
Frieda Rosner	Self-Analysis: The Promise of Inservice Education Research
Gerald Roth	North Dakota Teacher Centers—A Source of Inservice Education
Roberth Roth (with Rita Richey)	*Building Competency-Development Systems for Staff Development Programs
Robert Rothberg	Motivation and Staff Development, or Helping to Meet the Esteem Needs of Teachers

Richard Rounds (with Raymond Bothwell and Arthur Cordova)	*Professional Development: A Plan in Action
Charles Rozak	Some Suggestions for Developing Successful Inservice Programs at the Intermediate Level
Thomas Ryan (with Ron Crowell)	*Decision-Making Skills for School Board Members and School Administrators
John Sample	*(See Judith Anderson)
John Sample	The Development of Collaborative Decision-Making Systems for Staff Development
J. T. Sandefur	The Professional Development Center Network: A Responsible Partnership
Judith Sandler	(See Jan Holmes)
Stephen Sauer	Development of Planning Skills for Training Managers
Richard Schere (with Eunice Matthew and Robert Smith)	Inservice Training of Preschool Personnel in Early Identification and Intervention Procedures
Michelle Schiffgens	Sharing the Turf—A Model That Works: Quest for Quality
Phillip Schlechty (with George Noblit and Deane Crowell)	Beyond Individual Effects: Assessing the Organizational Context of Staff Development
Carl Schmitthausler	Career-Long Instructional Personnel Development: Integrating and Linking Delivery Systems
John Seaberg (with John Folks and Judy Leach)	Process to Product via Management Systems
Patricia Seibel (with Marjorie Ward and Stan Frand)	*Individualized Education Programs: A Vehicle for Personalizing Education
Marilyn Selfride	A Joint Effort in Improving Learning Opportunities: The Lorain-Ashland College Case Study
Zohra Setranjiwalla	A Process Developed for Evaluation of Teacher Education Centers in Florida
Jay Sexter	(See Stephen Wepner)
Doris Shallcross	Transformational Theory and Creative Decision Making as Base[illegible] Planning Inservice Programs
Dee Shaw	*(See Paula Brictson)
Sue Simpson (with Carol Wilson, Dave Amstutz, and Judith LaForme)	Preventing Burnout: R_x—Doses of Teacher Center Service to Teachers

Larry Skillestad	(See Paul R. Walker)
Robert Smith	(See Richard Schere)
Robert Soar	*(See Homer Coker)
Patricia Solberg	*(See Judith Anderson)
Patricia Solberg	The Intermediate Educational Service Agency as a Linker Between LEAs and IHEs for Local Research and Planning
Roberta Stanley	**Federal Perspectives on Inservice Education**
Mark Staszkiewicz	(See Robert Gabrys)
Carol Stevenson	The Teacher Specialist Training Program of the New York City Teacher Center Consortium
Josef Stulac, II (with John Olive, Debbie Pezeshkmehr, and Elizabeth Creagh)	Special Education Competencies for Teachers Project: A Staff Development Program
Grant Thayer	*(See Judith Anderson)
Lee Ann Truesdell	*(See Barry James)
Judith Wain (with Gerald Mansergh)	Alternative Inservice Delivery Systems via Regional/State Cooperation: An Emerging Minnesota Model
Paul Walker (with Herb Hite and Larry Skillestad)	A Special Project for Teacher Corps and Teacher Center Cooperation
Muriel Wall	Resource Information for the Teacher in the Multicultural Classroom
Donna Wanous (with Susan Florio)	**Toward A Model for Teacher Collaboration in Educational Evaluation**
Marjorie Ward	*(See Patricia Seibel)
Winifred Warnat	Taking the Lead: Capitalizing on Adult Learning Potential
Heidi Watts	The Implications of Development Stage Theory for Inservice Providers, or, Can You Feed a Frog on Tadpole Food?
Alan Weber	Delivering Inservices Activities to Rural Educators
William Webster	Institutionalizing Staff Development: Building a Comprehensive Strategy
Christina Weldon	**Collaboration: A View of the Teacher Within the School District and the Larger Community of Educators**

William Wenzel (with Richard Hammes)	A Productive Partnership for Change: The Berlin—University of Wisconsin—Oshkosh Case Study
Steve Wepner (with Jay Sexter and Fred Goldberg)	Institutionalization of an Inservice Training Program in Mainstreaming
Truman Whitfield	Issues and Processes Involved in Coordinating Multiple Rural Inservice Education Programs
Robert Williams	Project ESCAPE: A Teacher-Designed Inservice Education Program
Carol Wilson	(See Sue Simpson)
Mary Alice Wilson	Developing a Network of Inservice Facilitator Teams in the School Systems of the Hampshire Educational Collaborative

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APPENDIX B

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